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ABSTRACT

This publication gives a detailed description of the educational system of the former German Democratic Republic (GDR) from preschool through higher education. The first of the report's four chapters offers an introduction to the nation and to the educational system's history, legal basis, and grading scale. Chapter II covers the nation's preschool through secondary education including special schools for gifted children, schools for the handicapped, vocational schools, private religious schools and alternative schools. Chapter III treats higher education and includes a historical review as well as information about admission, student status enrollment, the academic year, first, second, and third degree programs, religious colleges, and higher education credentials. Chapter IV discusses adult education in the form of postgraduate studies and adult education colleges. Extensive appendixes contain a listing of university level institutions and 13 sample documents consisting for the most part of various types of certificates. (Contains 12 references.) (JB)

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The Educational System

of the former

German Democratic Republic

A Special Report

by

Karen Lukas
University of Minnesota

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THE EDUCATIONAL SYSTEM OF THE FORMER GERMAN DEMOCRATIC REPUBLIC

A Special Report

by

Karen Lukas
Assistant Director Of Admissions
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1991

American Association of Collegiate Registrars
and Admissions Officers

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FOREWORD

On October 3, 1990, the German Democratic Republic (GDR), or Deutsche Demokratische Republik (DDR) united with the Federal Republic of Germany (Bundesrepublik Deutschland, BRD) to form one country, the new Federal Republic of Germany (FRG). My visit to the GDR to conduct research for this book occurred just prior to unification, in September 1990. The purpose of this manuscript is to describe the educational system that existed in the GDR before its unification with the FRG. No attempt has been made to chart the progress of educational changes that began in 1989 and continue into the present.

Despite the personal uncertainties inherent in a political change of this magnitude and an understandable preoccupation with the future educational system, many educators took the time to reflect on the educational system as it existed in the past and to answer my endless questions. To them, I want to express by sincere gratitude. I am particularly indebted to Mr. Peter Schadow of the National Equivalence Commission, Ministry of Education and Science.

I also want to thank my monitor Ms. Margit Schatzman, Vice President of Educational Credential Evaluators, Inc., and Ms. Rebecca Dixon, Chair of the Projects in International Education Research (PIER) Committee, for their support and assistance in this project. To the many other U.S. educators who read my manuscript and provided useful feedback, I also wish to express my appreciation.

To my family and friends, who by now know only too well what is involved in researching and writing a book, thanks again for your patient support and encouragement.

Karen Lukas
June 1991

I. INTRODUCTION

Background Data

Official Name (1949-90): German Democratic Republic, GDR (Deutsche Demokratische Republik, DDR).

Location: Central Europe. The GDR bordered the former Federal Republic of Germany (Bundesrepublik Deutschland, BRD), Poland, Czechoslovakia, and the Baltic Sea.

Population: 16.7 million in 1987 (of which 19% were children and approximately 18% were people between the ages of 15 and 25). The GDR population had declined from a high of 19 million people in 1947. In 1989 an estimated 300,000 people left the country. Other than a small Slavic minority community, known as the Sorbs or Wends, the population was homogeneous.

Size: 41,760 square miles (which is approximately the same size as Tennessee).

Political Subdivisions: The following administrative districts *(Bezirke)* were established in 1952: Berlin, Cottbus, Dresden, Erfurt, Frankfurt, Gera, Halle, Karl-Marx-Stadt, Leipzig, Magdeburg, Neubrandenburg, Potsdam, Rostock, Schwerin, Suhl. Administrative districts were further subdivided into counties *(Kreise)*. In 1990 the East German parliament abolished the districts and restored the following states *(Länder)* to approximately the same borders as existed in 1946: Brandenburg, Mecklenburg-Vorpommern, Saxony (Sachsen), Saxony-Anhalt (Sachsen-Anhalt), and Thuringia (Thüringen). After October 3, 1990, both East and West Berlin combined into one state called Berlin.

Capital: Berlin, GDR.

Languages: The official language is German, although the small community of Sorbs or Wends speaks Sorbian.

Population Distribution: 75% of the population lived in urban areas and 25% in rural areas.

Religion: Approximately 7.8 million Protestants and 1.2 million Catholics in 1987. Other smaller religious communities also existed.

Brief History of the Educational System

Prior to World War II, the German educational system reflected the rigid class structure of the society and thus was often described as elitist. Entry into the higher level of the educational system, where students were prepared for university entry and professional careers, was reserved primarily for children from upper and upper-middle class families. The children from middle and lower class families were channeled into either the middle educational track which prepared students for middle-level managerial or technician employment or the lower level track which prepared students for skilled or semi-skilled trades. Education at the primary level (grades 1

through 4) became compulsory in 1920, but higher levels of education remained optional. Education at the elementary level was free, but attendance in middle and higher schools became progressively more expensive the higher the student went. Thus, usually only the wealthy could afford higher levels of education. Despite the elitism, the educational system produced a literate population of citizens.

After Hitler was appointed chancellor *(Reichskanzler)* in 1933, changes were made in the educational system. Education which had been largely decentralized became highly centralized. The focus of education became less intellectual and more vocational, and education was used as a means of preparing for the war (Klein 1980, 7). Nazi party members were placed in critical positions in educational administration, and widespread ideological support for national socialism developed among teachers and students. University enrollment dropped by more than half from 1931 to 1939. Primarily those belonging to national socialist organizations were admitted into universities.

Because of the ravages of war, the German educational system was in shambles by 1945. Many schools had been physically destroyed. Since many people had been deeply influenced by the ideology of national socialism, one of the primary objectives of the Allied Forces, according to the Potsdam Agreement after the war, was the elimination of fascism and militarism from the educational system and the promotion of democratic ideas.

Philosophical differences between the three western allies (United States, France, and Great Britain) on the one side and the Soviet Union on the other side arose over occupation policies and procedures. Although previous agreements among the Allies had indicated that Germany would be governed as a whole, these basic differences resulted in a Soviet withdrawal from the four-power occupation agencies in 1948. In September 1949 the German Parliamentary Council, with the approval of the three western powers, passed the Basic Law which functions as the constitution of the Federal Republic of Germany (FRG). In October 1949 the Soviet Union announced the establishment of a constitution for the German Democratic Republic (GDR) in the Eastern Zone which was occupied by the Soviet military forces.

The educational system instituted in the GDR was designed to reverse the elitism in German education and eliminate all fascist ideology. The main provisions of the 1946 Law on the Democratization of the German Schools were incorporated into the constitution of the GDR in 1949. These provisions were as follows:

- All children, regardless of their social class or religion, would have equal access to education.
- Education would be administered only by the state.
- All children would attend a common compulsory school for primary and secondary education, thus eliminating the three-track, elitist educational system that had characterized German education to date.

An eight-year elementary school followed by a four-year academic secondary school was established in 1946. This model was replaced in the 1950s and 1960s with an integrated ten-year general polytechnical secondary school that would precede either university preparatory education or vocational training. Although not recognized by the government, a few private, church-supported schools were established to train church workers and some kindergarten

teachers. The 1965 Law on the Uniform Socialistic Educational System (Gesetz über das einheitliche sozialistische Bildungssystem) established the structure of the GDR educational system. This is the structure described in this volume.

After the GDR was established in 1949, three phases of higher educational reform ensued. The goal of the first phase of the reforms was to eliminate facism and militarism in the universities. Many pre-war teachers had been supportive of the national socialist movement and, thus, were ideologically "unfit" to continue as teachers after the war. Many other teachers who had been inducted into the military had been either taken prisoner or killed during the war. Thus, a serious shortage of qualified teachers existed after the war. To remedy this problem, the Soviets recruited large numbers of young workers who were willing to work with young people and reorient those who continued to have fascist ideas. These "new teachers" *(Neulehrer)* were quickly trained in eight-month crash courses, and by 1946 two-thirds of all teachers in the Soviet Zone were "new teachers." In addition, university access for children from families of the working class was systematically encouraged. A large number of worker's and farmer's faculties were established in universities to prepare young workers for entry into university programs.

In the second phase of reform, the goal was to stabilize the ideological orientation of students in favor of Marxist-Leninist ideology. Thus, Marxism-Leninism became an integral part of the curriculum. The school year was extended to ten months, and Russian and social science courses in Marxism-Leninism became compulsory subjects. Every student had to pass a state examination in these subjects to progress to the next higher educational level. The emphasis on educating students from farming and working class families continued, and the concept of distance study *(Fernstudium)* was introduced. Also during this phase, the Free German Youth (Freie Deutsche Jůgend, FDJ) organization was founded as the only legal youth organization in the GDR. By 1985 nearly 75% of all young people between the ages of 14 and 25 were members. The FDJ was established by the Socialist Unity Party of Germany (Sozialistische Einheitspartei Deutschlands, SED) as the youth organization from which later party members and leaders were chosen. Social activities within the FDJ were aimed at training youth for participation in a socialist society, reinforcing Marxist-Leninist ideology, and creating a civic consciousness.

The third phase of reform, which began in 1967, was an attempt to establish a closer connection between research and practice, as advocated in Marxist-Leninist ideology. Thus, the goal became to apply scholarship more directly and efficiently to meeting the needs of the economy and society. To achieve this goal, programs and their durations were revised and the size of university classes was reduced. The student-faculty ratio in the late 1980s was 5:1, as compared with 17:1 in West German universities and 30:1 in West German polytechnical colleges *(Fachhochschulen)* (El-Khawas 1990, 44).

Ideological goals in the late 1960s emphasized reducing the separation between higher and lower education, increasing the possibility for workers to be admitted to higher education, and imparting ideological goals through education. To achieve these goals, university-preparatory classes *(Abiturklassen)* were added to trade schools and adult education colleges, and evening extended general schools were created. Thus, graduates of vocational training and employed people were enabled to earn the maturity certificate needed to enter higher education.

Legal Base For The Educational System

The right to an education was guaranteed by the constitution of the GDR to all citizens, male and female, including those who were physically and/or mentally handicapped. The 1965 Law on the Integrated Socialist Educational System formed the basis for the structure of the current educational system. (See diagram of the educational system.) All state-recognized education was controlled by the government.

Education at all levels, from preschool through university level, was provided free of charge to students. During the 1970s and 1980s, 5%-8% of the national budget was spent on the educational system and approximately 20%-25% of the education budget was spent on vocational and higher education. Fulltime university, college and vocational school students also received a monthly stipend from the government to cover their living expenses for the duration of their studies.

Textbooks used in grades 1 through 12 of the educational system were prepared by a group of scholars whose work was controlled and approved by various government agencies for publication in state publishing houses. The curricula also were prepared in a similar manner. Teachers were required to teach the curriculum that was provided to them. Books for university-level instruction were not centrally printed, but books and university study plans written by teachers and scientists had to be approved centrally by the appropriate ministry.

The GDR had a highly centralized political system and a directed or planned economy. Thus, educational planning and administration were controlled centrally. Decisions about educational policy were made at the highest levels within the government, then educational policy decisions were passed down through consecutive hierarchical levels to the local levels. As a result, educational policies were highly uniform throughout the country and control of the educational system was maintained centrally. Recommendations for changes in the educational system or for funding were channeled in the reverse order, from the local level through successively higher levels to the top level where local recommendations were considered and final decisions were made. The changes being made starting in 1990 are aimed at decentralizing the educational system and providing autonomy for colleges and universities.

The highest official authority within the government for educational administration and planning was the GDR Council of Ministers (Ministerrat der DDR). In practice, the Council of Ministers implemented policy decisions made by the Political Bureau of the Central Committee of the Socialist Unity Party (SED). The Central Committee of the SED also directly supervised several colleges, e.g., the Party College of Karl Marx (Parteihochschule Karl Marx). Prior to 1989, staff in the following ministries or other governmental agencies controlled segments of the educational system and reported directly to the Council of Ministers:

- Ministry of Education (Ministerium für Volksbildung) supervised kindergartens, the ten-year general polytechnical secondary schools (*zehnklassige allgemeinbildende polytechnische Oberschulen*, POS), extended general polytechnical schools (*erweiterte allgemeinbildende polytechnische Oberschulen*, EOS), pedagogical colleges *(pädagogische Hochschulen)*, and adult education colleges *(Volkshochschulen)*. Until 1989, the Minister of Education was Margot Honecker, wife of the General Secretary of the SED, Erich Honecker. For a short

time in 1990 the Ministry of Education was known as the Ministry for Education and Science.

- State Secretary for Vocational Education (Staatssekretariat für Berufsbildung) supervised vocational education. In 1989 this function was placed in the Ministry of Education.
- Ministry of Higher and Technical Education (Ministerium für Hoch- und Fachschulwesen) supervised the engineering and vocational schools, universities, medical academies, technical universities, technical colleges, engineering colleges, and commerce and law colleges. In 1990 this ministry became part of the Ministry of Education.
- Ministry of Health (Ministerium für das Gesundheitswesen) supervised the nursery schools *(Kinderkrippen)* and one postsecondary institution, the Academy for Medical Continuing Education.
- Ministry of Agriculture, Forestry, and Home Economics (Ministerium für Land-, Forst- und Nahrungsgüterwirtschaft) supervised the colleges of agriculture.
- Ministry of Culture (Ministerium für Kultur) supervised the fine arts colleges.
- Ministry of National Defense (Ministerium für Nationale Verteidigung) supervised the military colleges. From March 1990 until October 3, 1990, when it was eliminated, this ministry was known as the Ministry for Disarmament and Defense.

Several other ministries or governmental agencies supervised one or more of the university-level institutions (see Appendix A).

Grading Scale

The following grading scale existed at all levels within the educational institutions in the GDR:

1	*sehr gut* (very good)
2	*gut* (good)
3	*befriedigend* (satisfactory)
4	*genügend* (pass)
5	*ungenügend* (fail)

A student who received *genügend* in all subjects would pass and would be issued the final credential with all the entitlements associated with that credential. Thus, a grade equivalent to the "D" grade in the United States did not exist.

Whether or not students were motivated to achieve high grades was a subject of debate. On one hand, all students were guaranteed a job at the end of their studies, whether they got a grade of *genügend* or *sehr gut*. But on the other hand, students who achieved higher grades got better

jobs, e.g., more interesting ones or ones in a better location like Berlin. In addition, students with outstanding grades stood a better chance of being admitted to higher level educational programs.

Another factor that influenced grades and mobility into higher educational levels was a student's attitude toward socialism. Students had to pass all courses in Marxism-Leninism to receive the final credential which often also served as the entry requirement for higher levels of education.

General Overview of the Educational System

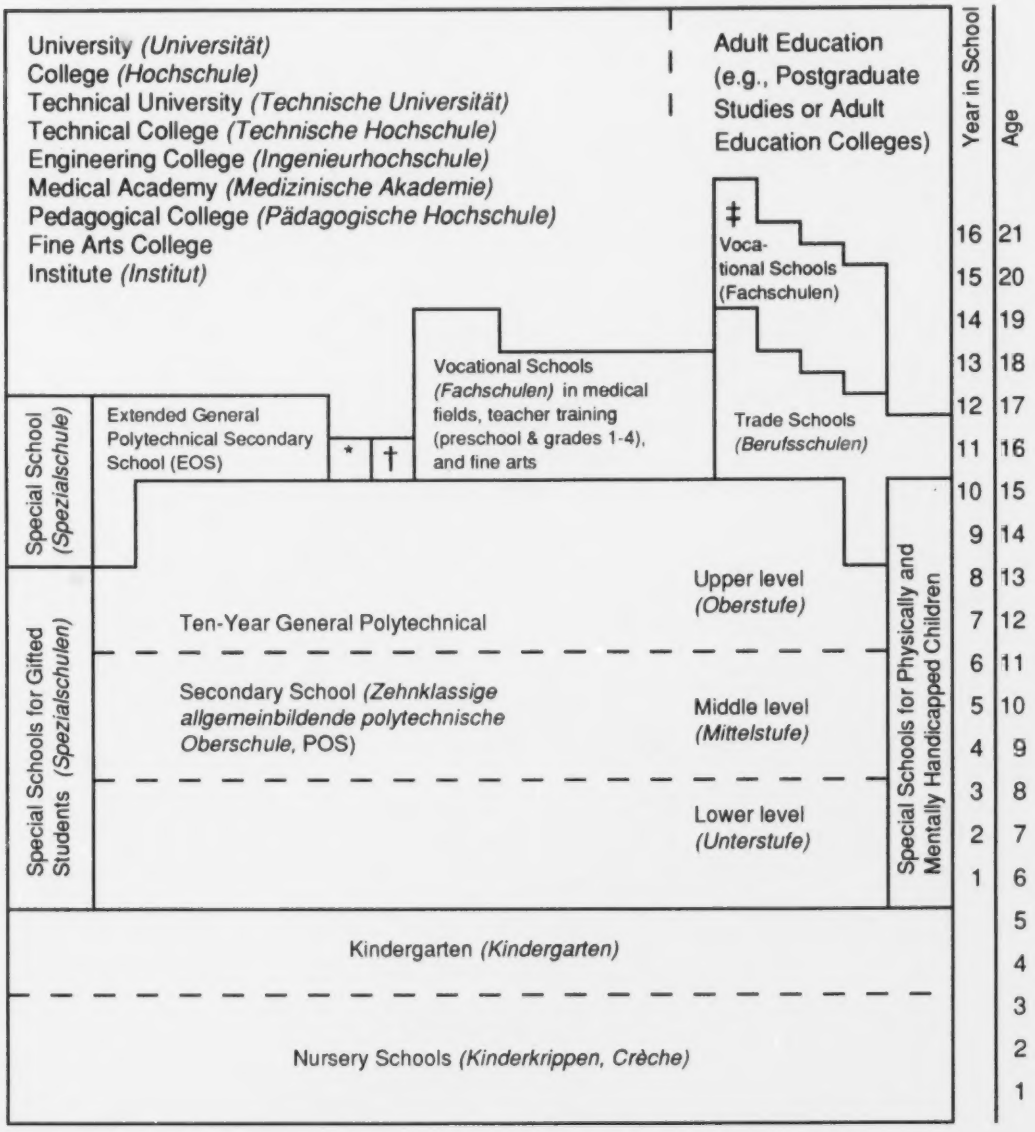
A diagram of the GDR educational system is provided in Figure 1. Almost all children began their education in a preschool, though attendance was voluntary. From 6 through 16 years of age, most children attended a ten-year general polytechnical secondary school. At the upper secondary level, students attended either an extended general polytechnical secondary school which prepared them for direct entry into university-level institutions or a vocational school. Vocational training was considered to exist at three levels. In the lowest level vocational training, students became skilled workers by attending a trade school while completing an apprenticeship. In some trades, this training also could be combined with preparatory courses for university entry. In intermediate level vocational training, students attended a vocational school which automatically combined higher level vocational training with university-preparatory coursework. The highest level of vocational education was considered to be college or university study which is described in Chapter III. Preschool through secondary education is described in Chapter II.

The highest level of secondary education completed by people in one age group in the late 1980s was as follows:

11.0%	completed an extended general polytechnical secondary school
9.4%	completed a vocational school
62.8%	completed a trade school
5.4%	completed a trade school and also completed preparatory coursework for university entry
6.3%	left school after the eighth grade
5.1%	left school before completing eighth grade (this included students who have physical and/or mental handicaps)

Many citizens of the GDR attended adult education classes. Special classes to prepare students for entry into colleges or universities are described in Chapter II. Other adult education classes and programs, including the programs known as "postgraduate studies," are described in Chapter IV.

Figure 1. The Educational System of the Former German Democratic Republic



* University preparatory courses *(Vorkurse)*, adult education colleges *(Volkshochschulen)*, pre-college program at the Worker's and Farmer's Faculty of Wilhelm Pieck

† Religious upper secondary schools (not recognized by state before 1990)

‡ Vocational schools *(Fachschulen)* for which an apprenticeship with trade school completion is the entry requirement (engineering schools; engineering or economic pedagogical vocational schools; agricultural schools; and vocational schools for economics and business, library science and archive systems, and applied arts.)

II. PRESCHOOL THROUGH SECONDARY EDUCATION

Preschool Education

With unemployment virtually nonexistent in the GDR, almost all of the men and over 90% of all working-aged women were in the labor force or pursuing further education in the 1980s. Thus, a large percentage of children attended preschools, though they were not compulsory. Preschools were established by local councils, industrial firms, or cooperatives and followed government-approved and uniform programs. The cost of attendance to parents was only a nominal fee for the child's meals.

Nursery schools *(Kinderkrippen, Crèche)*, supervised by the Ministry of Health, were available for children aged 1 to 3 years. Although the government provided all employed women with a paid maternity leave for up to one year after the birth of a child, children from 2 months to 3 years of age were eligible for placement in a nursery school. The percentage of children enrolled in nursery schools increased from 28% of the age group in 1971 to over 80% in 1989. On average, the teacher-student ratio was 1:6.

Kindergartens *(Kindergarten)*, supervised by the Ministry of Education, existed for children aged 3 through 6. The number of children who attended a kindergarten increased from approximately 68% in 1971 to 90% in 1987. The teacher-student ratio was approximately 1:18.

Primary and Lower Secondary Education

Most children completed primary and lower secondary education in a ten-year general polytechnical secondary school. These schools, which replaced the former eight-year elementary schools *(Grundschulen)*, were established in the 1950s and 1960s. In 1969 the compulsory education requirement was increased from eight to ten years. Some students left the ten-year schools before completing the full ten years, but they satisfied the compulsory education requirement by attending other schools. Special schools which followed the same pattern as the ten-year schools existed for gifted children and children who had physical and/or mental handicaps.

Ten-Year General Polytechnical Secondary School

From ages 6 through 16, most children attended a ten-year general polytechnical secondary school *(zehnklassige allgemeinbildende polytechnische Oberschule*, POS), hereafter referred to as the ten-year school. Education in the ten-year school was regulated by the Ministry of Education and provided without charge to students. The goal of the ten-year school was to

provide a solid, polytechnically-oriented, general education. Over 90% (80% in 1975) of the students completed the full ten-year program in the late 1980s.

The ten-year general school is divided into the following levels: the lower level *(Unterstufe)* for grades 1 through 3, the middle level *(Mittlestufe)* for grades 4 through 6, and the upper level *(Oberstufe)* for grades 7 through 10. Teachers for grades 1 through 4 are trained in upper secondary level schools, and teachers for the other grades are trained in university-level institutions.

Individual classes consisted of approximately 26 students, though the maximum number of students legally permitted in each class was 30. The parents' occupations, whether workers or intellectuals, and the children's personalities were considered when placing children in each class. Usually the same group of children assembled in the first grade class moved as a unit through each grade for ten years. A child was moved into or out of a class only on rare occasions, e.g., when a family relocated to a different geographical area. This cohesive learning structure was referred to as a learning collective. In a socialist society, a learning collective was believed to contribute to a more collective, as opposed to individual, orientation.

The school year extended from the beginning of September to the beginning of July and consisted of approximately 210 instructional days per year. Students in grades 5 through 10 attended school for six days per week, Monday through Saturday, from 8 a.m. to 2 p.m. Each class period lasted 45 minutes. Although students could participate in extracurricular activities after school, homework was assigned each day.

The number of instructional hours per week in each subject from grades 1 through 10 is provided in Table 2.1. The curriculum and the number of instructional hours for each subject was uniform throughout the country. The goal of the instructional program was to integrate education with life, theory with practice, and learning with productive work. In mathematics, students studied basic arithmetic in grades 1 through 5, plane and solid geometry in grades 6 through 8, algebra in grades 6 through 9, and trigonometry in grade 10. In grades 7 through 10, students spent one day per week in an industrial setting or vocational training center. Since the worker was of utmost importance in a Marxist-Leninist society, all children were required to learn practical work skills to prepare for their later role as workers and to acquire respect for other workers.

Textbooks were published in the central textbook publishing house (DDR Verlag Volk und Wissen). In 1987-88, 25.1 million textbooks were published for 2 million pupils. In some instances, textbooks were provided to students free of charge; otherwise, books were provided at a nominal cost.

After completing the ten-year school, students took a leaving examination *(Abschluss-prüfung)* which consisted of a written and oral examination as well as an examination in sports. The written examination covered German language and literature, mathematics, Russian, and either physics, chemistry or biology; and the oral examination covered at least two subjects. Those who passed the examination received a leaving certificate *(Abschlusszeugnis)*, also known as middle maturity *(Mittlere Reife)*. The leaving certificate for the ten-year school was printed centrally by the Ministry of Education and copies of the blank form were distributed to each ten-year school. See document 2.1. School officials filled in the information relevant to each student on the certificate and stamped it. The certificate is valid only when it contains the school

Table 2.1. Curriculum for the Ten-Year General Polytechnical Secondary School

Subject	Grade 1	2	3	4	5	6	7	8	9	10
Astronomy	-	-	-	-	-	-	-	-	-	1
Biology	-	-	-	-	2	2	1	2	2	2
Chemistry	-	-	-	-	-	-	2	3	2	2
Citizenship	-	-	-	-	-	-	1	1	1	2
Drawing	1	1	1	2	1	1	1	1	1	-
Gardening	1	1	1	1	-	-	-	-	-	-
Geography	-	-	-	-	2	2	2	2	1	2
German	10/11	12	14	14	7	6	5	5	4	3
History	-	-	-	-	1	2	2	2	2	2
Industrial Arts	1	1	1	2	2	2	-	-	-	-
Mathematics	5	6	6	6	6	6	6	4	5	4
Music	1	1	2	1	1	1	1	1	1	1
Polytechnical Instruction:										
Intro to Socialist Production	-	-	-	-	-	-	1	1	2	2
Technical Drawing	-	-	-	-	-	-	1	1	-	-
Productive Work	-	-	-	-	-	-	2	2	3	3
Physics	-	-	-	-	-	3	2	2	3	3
Russian	-	-	-	-	6	5	3	3	3	3
Sport	2	2	2	3	3	3	2	2	2	2
Total Hours per Week	21/22	24	27	29	31	33	32	32	32	32
Optional Subjects:										
Second Foreign Language	-	-	-	-	-	-	3	3	3	2
Needlework	-	-	-	1	1	-	-	-	-	-
Other course offered by school	-	-	-	-	-	-	-	-	2	2

stamp. In addition to the leaving certificate, students received a certificate *(Zeugnis)* each semester which reported the student's class grades. (See document 2.2.) A common grading scale existed in the GDR; see Chapter I.

Special Schools for Gifted Students

Parallel to the ten-year general schools were special schools *(Spezialschulen)* for students who were especially talented in sports, music, or languages. The basic curriculum was the same as that for the ten-year school, but more advanced coursework was provided in one of these special subjects. Special schools that emphasized instruction in foreign languages started with the third grade and were known as Russian schools *(Russischschulen)*, though they emphasized not only the Russian language but also other modern and sometimes classical languages.

A maximum of 5% of all students each year attended a special school for gifted students. One special ten-year school existed in each county *(Kreis)*; thus, students sometimes had to live away from home in order to attend such a school. Graduates of special schools received the same leaving certificate as that issued to graduates of the ten-year school, but the special school certificate also listed the subject in which the student received advanced instruction.

Schools for Physically and Mentally Handicapped Children

Also parallel to the ten-year schools were schools and courses for children with physical and/or mental handicaps *(Sonderschulen)*. The classes were small, and instruction was adapted to the child's handicap. Sometimes students were able to transfer back into the regular ten-year school. Three percent of all students were educated in these schools in 1975. Students who completed this school received the same leaving certificate as that issued to graduates of the ten-year school.

Upper Secondary Education

After earning the ten-year school leaving certificate, students could enter a general academic school, vocational school, or nonrecognized private religious school. The general academic schools prepared students for university entry, as did some of the vocational schools. The quality of academic preparation in the general academic schools usually was recognized as stronger than that in the vocational schools or the "second route to education" schools (see "Other Ways in Which the Maturity Certificate Was Earned," later in this chapter). The availability of places in schools or vocational training facilities and the country's projected labor needs affected students' choices at the upper secondary level. Since all graduates were placed in a job after they completed their training, the number of students who entered each type of school was closely monitored and controlled by the government according to the labor requirements of the planned economy.

General Academic Schools

Extended General Polytechnical Secondary School

Study in the extended general polytechnical secondary school (*erweiterte allgemeinbildende polytechnische Oberschule*, EOS), hereafter referred to as the extended general school, led to the award of the maturity certificate *(Reifezeugnis)*. This document is usually called the *Abitur*, but the official printed document is entitled the *Reifezeugnis*. The maturity certificate was the minimum requirement for entry into colleges and universities.

Since 1981 the extended general school program has lasted two years and has required completion of the ten-year school prior to entry. Until 1980 the extended general school program lasted four years, and students entered after completing eight years at the ten-year school. The curriculum for the first two years of the four-year extended general school was identical to the ninth and tenth grade curriculum in the ten-year school. The curriculum, followed by all students, for the two-year extended general school (eleventh and twelfth grades) is provided in Table 2.2.

Both the extended general school and the ten-year school were supervised by the Ministry of Education. Not only did students pay no tuition to attend an extended general school but they also received a support allowance for their living expenses.

Students could ask to attend an extended general school, but those who were "delegated" by the local educational authorities stood a better chance of admission. Admission decisions were made by a commission of local education authorities which was headed by the county school adviser *(Kreisschulrat)* and included the director of the student's ten-year school. The most important admission criterion was high grades, but the commission also considered social origin (children of workers and farmers had a better chance), political activities of the student's family, religion (those who did not practice religion, to some extent, stood a better chance), and the subject the student wanted to study at the university. For example, students who wanted to pursue a military career may have been admitted to the extended general school with lower academic qualifications than someone who wanted to study a high-demand major such as computer science. No admission examination existed for a regular extended general school, but an examination was required for entry into special schools (described below).

The maturity examination *(Reifeprüfung)* was a national examination taken at the completion of studies in the extended general school. The maturity examination consisted of written and oral parts and a sports examination. The written part covered German language and literature, Russian, mathematics, and either physics, chemistry or biology. The oral part covered at least two but no more than five of the compulsory subjects. Successful completion of this examination entitled students to the maturity certificate. The maturity certificate was printed by the Ministry of Education and blank copies of it were distributed to the schools. (See document 2.3.) School officials filled in the information relevant to each student and stamped it. A valid maturity certificate had the school stamp. In addition to the maturity certificate, each semester students would receive a certificate *(Zeugnis)* which reported the student's class grades. (See document 2.4.) Students should have the original copy of their maturity certificate. A common grading scale existed in the GDR; see Chapter I.

Table 2.2. Curriculum for the Extended General Polytechnical Secondary School

	Grade 11		Grade 12	
	Semester 1	Semester 2	Semester 1	Semester 2
German Language & Literature	3	3	4	3
Russian	5	3	3	5
Second Foreign Language	3	3	3	3
Mathematics	5	5	5	5
Physics	3	3	3	3
Chemistry	2	2	3	3
Biology	2	2	3	3
Computer Science	2	2	-	-
Geography	1	1	1	1
History	2	2	1	2
Citizenship	2	2	1	1
Sports	2	2	2	2
Scientific-Practical Work	-	3	3	-
Art or Music	1	1	1	1
Elective Subject	2	2	4	4
TOTAL HOURS PER WEEK	35	36	37	36

Special Schools

Upper secondary special schools *(Spezialschulen)* existed for children who were especially talented in one of the following areas: natural sciences and mathematics, foreign languages, music, sports, and arts. Students had to pass an entrance examination to attend a special school. They entered the special school after completing the eighth year of education. The curriculum was advanced in the subject of specialization, but otherwise was similar to that in the parallel ten-year schools and extended general schools. Compared to the regular extended general school program, the special school program in natural sciences and mathematics, for example, contained approximately the same number of instructional hours; but the proportion of time spent on mathematics and natural sciences was greater than that spent on languages and social sciences. Graduates received a maturity certificate which also stated the main subject in which the student received advanced instruction. No more than 5% of all students each year attended a special school.

Vocational Schools

Vocational training was considered to exist at three successively higher levels. The lowest level was an apprenticeship which was accompanied by attendance in a trade school *(Berufsschule)*. In some trades, the apprenticeship training could be combined with coursework required for college or university entry. The intermediate level of vocational training simultaneously prepared students for higher level vocational employment as well as for university study, usually in a related field. Educational institutions within this category were known as vocational schools *(Fachschulen)*, engineering schools *(Ingenieurschulen)* and teacher training institutions *(Institute für Lehrerbildung, Pädagogische Schule für Kindergärtnerinnen)*. (Note: Both *Fachschule* and *Berufsschule* can be translated into English as "vocational" school, but to avoid confusion *Fachschule* will be translated here as vocational school and *Berufsschule* as trade school.) The highest level of vocational training was considered to be college or university education, described in Chapter III. Opportunities existed for workers in some of the trades to upgrade their skills in the same field. For example, skilled workers might upgrade their lower level vocational skill (e.g., electrical installer) to the intermediate level (e.g., electrician), and those who earned the maturity certificate along with the vocational skill could upgrade their skills to the highest level (e.g., electrical engineer) through college or university attendance.

Lowest Level Vocational Training

The lowest level of vocational training consisted of an apprenticeship accompanied by attendance in a trade school *(Berufsschule)*. After completing the ten-year school at age 16, the majority of students entered this type of upper secondary education. Training existed in over 700 different occupations, e.g., laboratory assistant, machinist, mechanic, carpenter, weaver, textile worker, glass blower, cook, beautician, gardener, painter. The training concluded with the skilled worker examination *(Facharbeiterprüfung)* and award of the skilled worker's certificate *(Facharbeiterzeugnis)*. The certificate was awarded by the enterprise where the apprenticeship

occurred, but it was a state-recognized and centrally-printed certificate. From 1981 to 1985 over 1 million apprentices were trained to the skilled worker level.

Upon entry into a training program, students received a contract with an enterprise to serve as an apprentice. They also attended a school which was situated in the enterprise. Instruction was provided without cost, and apprentices received a monthly living allowance. The amount of the allowance they received depended upon the level of education they had completed prior to entry into the apprenticeship and the number of semesters of the program they had completed. All students were guaranteed a job after their training was completed. Thus, the training provided in vocational schools was carefully planned to correspond to the current and projected needs of the economy. Within six months after completing the training program, the law required that apprentices be offered a job within the industry for which they were trained.

All training programs followed the basic state curriculum which consisted of general and vocational education with practical training. Approximately 30% of the training was theoretical and 70% was practical. Teachers for the theoretical portions of the program were trained in colleges and universities, and teachers for the practical vocational portions of the program were trained in vocational institutions which were part of the intermediate level of vocational training.

Four groups of skilled worker training programs existed. The first group consisted of 228 basic skilled trades, 98 of which were subdivided into 392 specializations. Entry into these trades required completion of the tenth grade. Examples of trades in this group were tool and die making and operating milling machines. The training, in most cases, lasted two or two and one-half years in direct study *(Direktstudium)*, though training in nine trades lasted only one and one-half years. In the porcelain shaping and painting trades, training lasted four years in direct study. In distance *(Fernstudium)* or evening study *(Abendstudium)* a two-year program in direct study might be scheduled over two and one-half to three and one-half years. The curricula and the final credential in direct, distance, and evening study plans were legally equivalent.

From 1959 to 1990, training in 86 of the 228 basic trades from the first group could be combined with university-preparatory education *(Berufsschule mit Abitur)*. Completion of the combined program required extra time. Students who successfully completed the program received both the skilled worker's certificate and the maturity certificate which is the minimum requirement for college or university entry. This maturity certificate enabled students to enter technical, economic, or agricultural majors as well as the vocational teacher training major in colleges or universities or military science majors in the military colleges. A list of courses required in the tool and die making program with and without the university preparatory curriculum is provided in Table 2.3. Skilled workers who did not have the maturity certificate also could attend a one-year course at a college *(Hochschule)* and earn the maturity certificate for college or university entry. See "Other Ways in Which the Maturity Certificate Was Earned" in this chapter.

The second group of 47 trades consisted of rare handwork trades for which the economy needed only a small number of individuals trained each year. Otherwise this group of trades was similar to those in the first group. Completion of the tenth grade was the entry requirement.

The third group of 62 trades required completion of the eighth grade as satisfactory preparation for entry. Training in most of these trades required three years, but in 24 of them the training lasted only two and one-half years. Occupations in this group were more specialized

Table 2.3. Curriculum for the Trade School Program in Tool and Die Making with and without University Preparatory Education

Courses	Two-Year Trade School Program	Three-Year Trade School Program with Maturity Certificate
General Education:		
Mathematics		324 hours
Physics		198 hours
Chemistry		162 hours
Biology or Geography		63 hours
German Language & Literature		198 hours
Russian		234 hours
Second Foreign Language		198 hours
Citizenship	72 hours	99 hours
History		108 hours
Sports	144 hours	198 hours
Basic Education:		
Business Education	72 hours	72 hours
Law in a Socialist Society	36 hours	36 hours
Basics of Automation	108 hours	108 hours
Pre-Military Education or Medical Assistant Education	130 hours (17 days)	130 hours (17 days)
Basic Vocational Education:		
Basics of Production Technology	144 hours	126 hours
Technical Representations	108 hours	126 hours
Technical Materials	72 hours	54 hours
Linear Proof Techniques	54 hours	36 hours
Basics of Tool & Die Making	104 hours	104 hours
Basics of Working with Relevant Machinery	6 days	6 days
Basics of One of the Specializations in Tool & Die Making	76 days	76 days
Quality Control	6 days	6 days
Machine Maintenance	6 days	6 days
Automated Machinery	10 days	10 days
Vocational Specialized Education: (The training in this section varies for each of the five specializations within tool & die making.)		
Production Technology	72 hours	90 hours
Program in the Specialization	75 days	75 days
Complex Tasks	20 days	20 days
Becoming Acquainted with Future Workplace	98 days	
Practicum		54 days

Source: Günther, Karl-Heinz, et al. 1989. *Das Bildungswesen der DDR*. Berlin: Volkseigener Verlag, pp. 107-108.

than those in other groups, and students received less general education. Students earned a specialized vocational qualification *(Teilberuf)* which could usually be elevated to the level of a skilled worker through employment. No option existed for combining university preparatory courses with training in these trades.

The fourth group of eight trades was for adults. For entry, students were required to be 18 years of age. The duration of training for trades in this group was not uniform.

Training programs in most trades also existed for adults. Students who graduated from the extended general school or special schools but who decided not to attend a college or university could enroll in a trade school. In these cases, the trade school program usually lasted one or one and one-half years. Continuing education for adult skilled workers was conducted in approximately 715 business academies *(Betriebsakademien)* where they received advanced or updated vocational and/or general education or preparation for transfer to a higher level vocational school or a college or university. A skilled worker who had extra training and experience was called a master *(Meister)*.

Intermediate Level Vocational Training

Training existed at an intermediate vocational level in a wide range of vocational-level or paraprofessional occupations. See Table 2.4 for a list of titles earned through intermediate vocational training. Vocational schools in which this type of training occurred were called engineering schools *(Ingenieurschulen)*, vocational schools *(Fachschulen)*, pedagogical schools *(pädagogische Schulen)*, and institutes for teacher education *(Institute für Lehrerbildung)*. As compared with higher education (i.e., that provided by the engineering colleges, technical colleges, and technical universities), the purpose of intermediate level vocational education was to impart applied, production-oriented knowledge and skills.

Students who completed vocational school training received a certificate of vocational school leaving in a particular subject *(Zeugnis über den Fachschulabschluss in der Fachrichtung (subject))* and authority to use the appropriate vocational title. This title was indicated on the certificate of vocational school leaving. Document 2.5 is a sample certificate of vocational school leaving in the subject of nursing. Some variations existed in these certificates because they were printed by individual schools rather than by the central government. Although not specifically stated on the certificate, the certificate of vocational school leaving was equivalent to the maturity certificate in that both served as the minimum requirement for entering a college or university. The certificate of vocational school leaving provided entry only into a college or university major that was related to the vocational training. See "Grading Scale" in Chapter I.

Two general types of vocational education existed with different entry requirements. In the first type, students were admitted to the vocational school directly after completion of the ten-year school. Vocational schools with this admission requirement were the 59 medical vocational schools *(medizinische Fachschulen)*; 48 pedagogical schools *(pädagogische Fachschulen)*, including the 30 institutes for teacher education *(Institute für Lehrerbildung)*; and four arts schools *(künstlerische Fachschulen)*. Thus, the vocations within this category are primarily those in the health care paraprofessions and teaching (except for teaching in vocational subjects). The fine arts were included in this group while the applied arts were part of the second group (described below). For majors in stage dance and art, education began after the fourth or

Table 2.4. Intermediate Vocational Titles (1988)

Technical Sciences

Mechanical engineer *(Maschineningenieur)*
Engineer for clothing technology *(Ingenieur für Bekleidungstechnologie)*
Clothing designer *(Bekleidungsgestalter)*
Engineer for thread manufacturing *(Ingenieur für Fadenherstellung)*
Engineer for weaving *(Ingenieur für Weberei)*
Engineer for knitting *(Ingenieur für Wirkerei und Strickerei)*
Engineer for chemical fiber material manufacturing *(Ingenieur für Chemiefaserstoffherstellung)*
Engineer for textile processing *(Ingenieur für Textilveredlung)*
Engineer for textile cleaning *(Ingenieur für Textilreinigung)*
Textile maker *(Textilgestalter)*
Engineer for the graphic trades *(Ingenieur für Polygraphie)*
Engineer for wood technology *(Ingenieur für Holztechnik)*
Metallurgical engineer *(Metallurgieingenieur)*
Foundry engineer *(Giessereiingenieur)*
Engineer for synthetic material processing *(Ingenieur für Plastverarbeitung)*
Chemical engineer *(Chemieingenieur)*
Biotechnology engineer *(Bioingenieur)*
Leather tanning engineer *(Gerbereiingenieur)*
Engineer for leather processing technology *(Ingenieur für Lederverarbeitungstechnologie)*
Engineer for artificial leather manufacturing *(Ingenieur für Kunstlederherstellung)*
Engineer for materials processing *(Ingenieur für Werkstoffverarbeitung)*
Production engineer *(Ingenieur für Erzeugnisgestaltung/Erzeugniskonstruktion)*
Engineer for cellulose and paper technology *(Ingenieur für Zellstoff- und Papiertechnik)*
Engineer for paper and foil processing technology *(Ingenieur für Papier- und Folienverarbeitungstechnik)*
Engineer for packing material technology *(Ingenieur für Verpackungstechnik)*
Glass technology engineer *(Glasingenieur)*
Ceramics technology engineer *(Keramikingenieur)*
Automation technology engineer *(Automatisierungsingenieur)*
Precision engineer *(Feinwerkingenieur)*
Electrical engineer *(Elektroingenieur)*
Energy engineer *(Energieingenieur)*
Power station engineer *(Kraftwerkingenieur)*
Civil engineer *(Bauingenieur)*
Construction materials engineer *(Baustoffingenieur)*
Engineer for heating, ventilation, and sanitary technology *(Ingenieur für Heizungs-, Lüftungs- und Sanitärtechnik)*
Water industry engineer *(Wasserwirtschaftsingenieur)*
Transportation engineer *(Verkehrsingenieur)*
Engineer for railway safety technology *(Ingenieur für Eisenbahnsicherungstechnik)*
Communications technology engineer *(Fernmeldeingenieur)*
Engineer for postal and newspaper systems *(Ingenieur für Post- und Zeitungswesen)*
Communications systems engineer *(Ingenieur für Fernmeldewesen)*
Maritime engineer *(Ingenieur für Schiffsführung)*
Engineer for shipping management *(Ingenieur für Schiffsführung)*
Maritime mechanical engineer *(Schiffsmaschineningenieur)*
Engineer for airport management *(Ingenieur für Flugzeugführung)*
Flight safety engineer *(Ingenieur für Flugsicherung)*
Geological engineer *(Geologieingenieur)*
Geodetic engineer *(Vermessungsingenieur)*
Cartography engineer *(Kartographieingenieur)*
Meteorological engineer *(Meteorologieingenieur)*

Deep-well engineer *(Tiefbohringenieur)*
Engineer for information processing *(Ingenieur für Informationsverarbeitung)*
Engineer for fire protection *(Ingenieur für Brandschutz)*
Laboratory engineer *(Laboringenieur)*
Educator engineer *(Ingenieurpädagoge)* for teachers of practical vocational subjects

Medical/Health Care

Optician *(Augenoptiker)*
Engineer for medical preparation *(Ingenieur für medizinische Präparationstechnik)*
Nurse *(Krankenschwester/ -pfleger)*
Pediatric nurse *(Kinderkrankenschwester)*
Consulting nurse *(Sprechstundenschwester)*
Dental assistant *(Stomatologische Schwester)*
Midwife *(Hebamme)*
Head nurse *(Leitende Krankenschwester/ -pfleger)* for management and organization in health and social systems
Nursery school educator *(Krippenpädagogin/Krippenerzieherin)*
Work hygiene engineer *(Hygieneingenieur/Arbeitshygieneingenieur)*
Social worker *(Sozialfürsorger)*
Medical lab assistant *(Medizinisch-technischer Laborassistent)*
Medical radiological assistant *(Medizinisch-technischer Radiologieassistent)*
Audiology/phonology assistant *(Audiologie-Phoniatrie-Assistent)*
Eye care technician *(Orthoptist)*
Physical therapist *(Physiotherapeut)*
Dental technician *(Zahntechniker)*
Dietetics assistant *(Diätassistent)*
Occupational therapist *(Arbeitstherapeut)*
Rehabilitation educator *(Rehabilitationspädagoge)*
Hygiene inspector *(Hygieneinspektor)*
Work hygiene inspector *(Arbeitshygieneinspektor)*
Pharmacy engineer *(Pharmazieingenieur)*
Medical educator *(Medizinpädagoge)* for teaching vocational health care subjects

Agriculture

Agricultural engineer *(Agraringenieur)* for plant production, crop production and animal production
Garden engineer *(Gartenbauingenieur)*
Engineer for agri-chemical and plant protection *(Ingenieur für Agrochemie und Pflanzenschutz)*
Engineer for fresh water fisheries *(Ingenieur für Binnenfischerei)*
Veterinary engineer *(Veterinäringenieur)*
Engineer for land technology *(Ingenieur für Landtechnik)*
Amelioration or land improvement engineer *(Meliorationsingenieur)*
Forestry engineer *(Forstingenieur)*
Engineer for food industry *(Ingenieur für Lebensmittelindustrie)*
Engineer for grain industry *(Ingenieur für Getreidewirtschaft)*
Engineer for sugar and starch industry *(Ingenieur für Zucker- und Stärkeindustrie)*
Engineer for dairy industry *(Ingenieur für Milchwirtschaft)*
Engineer for meat industry *(Ingenieur für Fleischwirtschaft)*

Economics

Economist *(Ökonom)* for planning; industrial economics; economic fundamentals; material economy; sales; finance and price; financial economy; consumer goods; production; hotel and restaurant management; tourism; food industry; health and social welfare; organization and data processing; accounting and statistics; data processing for the agriculture, forestry and food industries

Engineering economist *(Ingenieurökonom)* for socialist business economy of the construction industry, chemical industry, electronics industry, energy economy, machine construction, light industry, water works, communication systems, transportation systems, graphics industry, mining, metallurgy, building material industry, glass and ceramics industry, agriculture, home economics, food industry, forestry economy

Foreign trade economist *(Aussenwirtschaftsökonom)*
Educator economist *(ökonompädagoge)* for teaching practical vocational subjects in economics

Documentation and Library Science

Social scientist *(Gesellschaftswissenschaftler)*
State economist *(Staatswissenschaftler)*
Legal aide *(Fachschuljurist)*
Museum assistant *(Museologe)*
Curator *(Präparator)*
Conservator or restorer *(Restaurator) of paintings, museum pieces, etc.*
Archivist *(Archivar)*
Librarian *(Bibliothekar)* for general and scientific libraries
Provider of information *(Informator)*
Bookseller *(Buchhändler)*

Culture, Education, and Sport Sciences

Club leader *(Klubleiter)*
Nursery school teacher *(Kindergärtnerin)*
Teacher for youth homes *(Erzieher für Jugendheime)*
Daycare teacher *(Erzieher für Horte)*
Teacher for Grades 1-4 *(Lehrer für untere Klassen/Lehrer)*
Friendship Pioneer Leader *(Freundschaftspionierleiter)*

Literature and Language Sciences

Journalist *(Journalist)*

Arts

Military musician *(Militärmusiker)*
Actor *(Schauspieler)*
Stage dancer *(Bühnentänzer)*
Artist *(Artistik)*
Puppeteer *(Puppenspieler)*
Typesetter *(Typogestaltung)*
Applied graphic artist *(Gebrauchsgrafiker)*
Woodworker *(Holzgestalter)*
Glass designer *(Glasgestalter)*
Color and surface designer *(Farb- und Oberflächengestalter)*
Toy maker *(Spielzeuggestalter)*
Textile fabric designer *(Textilgewebegestalter)*
Theater painter and sculpturer *(Theatermaler/Theaterplastiker)*
Make-up artist *(Maskenbildner)*
Advertising designer *(Werbegestalter)*
Advertising economist *(Werbeökonom)*
Engineer for film and television technology *(Ingenieur für Film- und Fernsehtechnik/Film- und Fernsehschnittmeister)*
Mold designer *(Formgestalter)*
Ballet teacher *(Ballettmeister/Ballettpädagoge)*

Technical Training

Technician for manufacturing preparation *(Techniker für Technologische Fertigungsvorbereitung)*
Technician for machine construction *(Techniker für Maschinenkonstruktion)*
Technician for clothing construction *(Techniker für Bekleidungskonstruktion)*
Technician for textile processing *(Techniker für Textilveredlung)*
Technician for wood cutting and woodworking materials production *(Techniker für Schnittholz- und Holzwerkstoffherstellung)*

Foundry technician *(Giessereitechnik)*
Technician for metal casting *(Techniker für Metallumformung)*
Materials technician *(Werkstofftechniker)*
Technician for metal fabrication *(Techniker für Metallerzeugung)*
Laboratory technician for chemistry *(Labortechniker für Chemie)*
Technician for chemical technology *(Techniker für chemische Technologie)*
Technician for biotechnology *(Techniker für Biotechnologie)*
Laboratory technician for physics *(Labortechniker für Physik)*
Laboratory technician for biochemistry *(Labortechniker für Biochemie)*
Technician for leather processing *(Techniker für Lederverarbeitung)*
Technician for automated production *(Techniker für automatisierte Fertigung)*
Technician for nuclear energy *(Techniker für Kernkraftwerke)*
Technician for railway business service *(Techniker für Betriebsdienst der Eisenbahn)*
Technician for highway transportation *(Techniker für Strassentransport)*
Mining technician *(Bergbautechniker)*
Technician for computer science *(Techniker für Informatik)*
Optometrist *(Optometrist)*
Technician for agricultural experimentation *(Techniker für Landwirtschaftliches Versuchswesen)*
Technician for animal breeding and reproduction *(Techniker für Tierzucht und Reproduktion)*

Business Education

Business person for finance economy *(Wirtschaftler für Finanzwirtschaft)*
Business person for transport systems *(Wirtschaftler für Transportwesen)*
Business person for industry *(Wirtschaftler für Industrie)*
Business person for food industry *(Nahrungsgüterwirtschaftler)*
Business person for domestic consumer trade *(Wirtschaftler für Konsumgüterbinnenhandel)*
Business person for restaurant and hotel management *(Wirtschaftler für Gaststätten- und Hotelwesen)*
Business person for tourism *(Wirtschaftler für Tourismus)*
Business person for account management and statistics *(Wirtschaftler für Rechnungsführung und Statistik)*
Business person for higher and vocational school systems *(Wirtschaftler für Hoch- und Fachschulwesen)*

eighth grade of the ten-year school and, until the completion of the tenth year of education, was parallel to that in the ten-year school.

In the second type of vocational education, the admission requirement was the skilled worker certificate. Thus, prior to entry students were required to complete the ten-year school plus an apprenticeship with a trade school. In addition, students usually were required to have work experience in their field and have completed military service (men only). In some cases, the employer "delegated" an employee to study at a vocational school. Vocational schools in which the skilled worker certificate was the entry requirement were as follows: 57 engineering schools for the construction, transportation, postal, and communication industries; 36 engineering schools for agriculture, forestry, and food technology; eight vocational schools for economics and political science *(Fachschulen für Wirtschafts- und Staatswissenschaften)*; eight vocational schools for library science and archive systems *(Fachschulen für Bibliotheks- und Archivwesen)* and for museum arts *(Fachschulen für Museumskunde)*; six vocational schools for applied arts *(Fachschulen der angewandten kunst)*; four engineering or economic pedagogical vocational schools *(ingenieurpädagogische Fachschulen* or *ökonompädagogische Fachschulen)*; and two agricultural schools *(landwirtschaftliche Fachschulen)*. The types of vocations that fell into this category were typically those that resulted in the vocational title of engineer *(Ingenieur)* or economist *(Ökonom)* but also included vocations not covered in the first type of vocational training (described above).

Every GDR citizen who met the admission requirements had the right to a vocational education. Admission decisions were made by the director of each vocational school after the application had been considered by an admissions committee comprised of representatives of teachers and societal organizations. An admission examination was required, except in majors that required a specific aptitude, e.g., the arts. Those who were "delegated" by their employer, as a rule, stood a better chance of admission.

A total of 239 vocational schools existed in the GDR in 1985, of which 21 were affiliated with colleges or universities. Some vocational schools have been upgraded into colleges (see Appendix A).

The number of vocational school students remained at approximately 100,000 per year from 1980 to 1985. Approximately one-third were enrolled in direct study and two-thirds were in distance or evening study.

The length of most direct study programs was three years, but in distance or evening study the same program was extended over four to five years. At institutes for teacher education, the program in direct study was four years. In direct study, each semester lasted approximately 18 weeks and each week consisted of 32 to 36 hours of classes. Direct study was a fulltime day school program while distance and evening study was part-time study. Usually students who did not live near a school offering their program enrolled in distance study while those who did live nearby enrolled in evening study. A larger number of distance than evening study programs existed. In 1972 approximately one-third of the students enrolled in engineering and vocational schools were studying fulltime while two-thirds were involved in distance or evening study.

A study plan *(Studienplan)* existed for each major or group of related majors. This study plan was prepared by the Central Vocational Commission which was an advisory body of the Ministry of Higher and Vocational Education and other ministries responsible for a particular

vocation. The commission members were vocational school teachers, people employed in the vocation, and representatives of the central government. The proportion of theoretical and practical vocational coursework varied by major. The core courses were Marxism-Leninism, German, Russian, and another foreign language (in some programs), and these constituted 20%-24% of the theoretical training in each program.

Course lists, translated from the study plans for nursing, teacher training for grades 1 to 4, and underground construction, are provided in Tables 2.5, 2.6, and 2.7, respectively. The course lists for nursing and teacher training are for direct study programs lasting three and four years, respectively. The course list for underground construction is for a distance study program lasting five years; direct study in underground construction lasts three years (five semesters of coursework plus one semester of practicum). In some majors, study plans also existed for evening study.

Private Religious Schools

Several church-supported private schools existed, but only the Theresianschule (Theresian School) which was operated by the Catholic Church was recognized by the state prior to 1989. Thus, the maturity certificate issued by the Theresianschule was accepted by all state universities for entry into all subjects. Other private maturity certificates, such as that issued by the Catholic Norbertuswerk Magdeburg, were not recognized by state universities. Students who received a private school maturity certificate could attend one of the church-sponsored colleges which also were not recognized by the state. Since 1990 private maturity certificates issued in the past are recognized for admission to state universities.

Some of the private schools also provided vocational education. For example, the Protestant Church (Evangelische Kirche) trained preschool *(Kindergarten)* teachers, catechism teachers and deacons. The preschool teacher seminar *(Kinderdiakoninnenseminar)* of the Protestant Church admitted students who had completed the ten-year school. The four-year preschool program consisted of education and religion courses but did not include study of Marxism-Leninism. Graduates of the program received a preschool teacher title *(Kinderdiakonin)*. Graduates could work in a private, church-supported preschool or daycare center that was not state subsidized, but they did not have a qualification recognized by the government for employment in a state-supported preschool.

Other Ways in Which the Maturity Certificate Was Earned

Most students prepared for college or university entry in traditional upper secondary academic or vocational schools, but some students earned the maturity certificate by attending schools that are part of the so-called "second route to education" *(zweiter Bildungsweg)*. Among the students admitted to college or university studies in the late 1980s, the maturity certificate was earned by 63% of them in an extended general school, by 26% in trade or vocational schools, by 7% in a one-year preparatory course *(Vorkurs)* in a college *(Hochschule)*, by 3% in a part-time adult education college (*Volkshochschule*, VHS), and by 1% in the one-year pre-college program at the Worker's and Farmer's Faculty of Wilhelm Pieck, which is part of the Freiberg Mining

Academy. Other worker's and farmer's faculties existed earlier. The one-year preparatory courses were eliminated in 1990. See "Upper Secondary Education" above for a description of the traditional upper secondary schools (extended general school, and trade and vocational schools).

Students who completed the college or university preparatory course at a college or an adult education college were qualified to apply for any university program, but those who completed the pre-college program at the Pieck Faculty were permitted to enter only a selected range of subjects. The curriculum followed in these programs was a condensed version of that in extended general schools. See sample maturity certificate issued by Martin Luther University, Worker's and Farmer's Faculty, Institute of Preparation for Foreign Study, after completion of a one-year preparatory course in document 2.6.

A preparatory course was available to prepare foreign students for college or vocational school study in the GDR. The program contained German language courses and/or academic preparatory courses to bring the student to the level of the maturity certificate. See sample certificate in document 2.7.

Table 2.5. Curriculum for Three-Year Direct Study Program in Nursing from a Medical Vocational School

Semester:		1		2		3		4		5		6	
	Hours	T	P	T	P	T	P	T	P	T	P	T	P
Basics of Marxism-Leninism	234	5	-	5	-	6	-	5	-	5 A	-	-	-
Sports	90	2	-	2	-	2	-	2	-	2 B	-	-	-
German	45	3	-	2 B	-	-	-	-	-	-	-	-	-
Russian	90	2	-	2	-	2	-	2	-	2 A	-	-	-
Public Health	18	2 B	-	-	-	-	-	-	-	-	-	-	-
First Aid	40	-	40 B	-	-	-	-	-	-	-	-	-	-
Anatomy	81	6	-	3 A	-	-	-	-	-	-	-	-	-
Physiology	81	-	-	4	-	5 A	-	-	-	-	-	-	-
General Study of Diseases	45	3	-	2 B	-	-	-	-	-	-	-	-	-
Hygiene	54	4	-	2 B	-	-	-	-	-	-	-	-	-
Basics of Medical Technology	36	-	-	2	-	2 B	-	-	-	-	-	-	-
Health Care Administration	45	-	-	-	-	-	-	2	-	3 B	-	-	-
Nursing	288	-	-	-	7 Z	-	7 Z	-	7	-	4 A	-	-
Surgical Assistance	27	-	-	-	-	-	-	-	-	-	3 B	-	-
Nursing & Society:													
Marxism-Leninism Ethics	36	1	-	1	-	1	-	1	-	-	-	-	-
Socialist Law	36	1	-	1	-	1	-	1 A	-	-	-	-	-
Psychology for Nurses	90	2	-	2	-	2	-	2	-	2 A	-	-	-
Culture	27	-	-	-	-	2	-	1 B	-	-	-	-	-
Nutrition	36	2	-	-	-	2 B	-	-	-	-	-	-	-
Pharmacology	36	2	-	2 B	-	-	-	-	-	-	-	-	-
Internal Medicine	117	-	-	2	-	6 Z	-	5 A	-	-	-	-	-
Surgery	144	-	-	3	-	4 Z	-	5	-	4 A	-	-	-
Midwifery	72	-	-	-	-	-	-	4	-	4 B	-	-	-
Infectious Diseases	45	-	-	-	-	-	-	3	-	2 B	-	-	-
Neurology/Psychiatry	54	-	-	-	-	-	-	2	-	4 B	-	-	-
ENT, Opthalmology, Dermatology, Venerology	63	-	-	-	-	-	-	-	-	7 B	-	-	-
Time alloted to the vocational school	45	1	-	1	-	1	-	1	-	1	-	-	-
Practical Training	-	-	-	-	33	-	33	-	33	-	33	-	40
TOTAL	1975	36	40	36	40	36	40	36	40	36	40	-	40

A = *Abschlussprüfung* (final examination)
P = *Practicum*
Z = *Zwischenprüfung* (intermediate examination)
B = *Beleg* (paper)
T = *Theory*

For an explanation of examinations and papers, see page 38-39.

Table 2.6. Curriculum List for Four-Year Direct Study Program in Teacher Training for Grades 1–4 from an Institute of Teacher Education

	Total Hours	Sem 1 (17 W)	Sem 2 (16 W)	Sem 3 (18 W)	Sem 4 (15 W)	Sem 5 (15 W)	Sem 6 (15 W)	Sem 7 (15 W)	Sem 8
Marxism-Leninism									
Dialectical & historical materialism	102	—	3	3 Z	—	—	—	—	—
Political economics of capitalism & socialism	90	—	—	—	3	3 Z	—	— A	—
Scientific communism	90	—	—	—	—	—	3	3	—
History of GDR	99	3	3 A	—	—	—	—	—	—
Education:									
Basics of pedagogy	34	2	—	—	—	—	—	—	—
Didactics	83	—	2	2 B	1 Z	—	— A	—	
Educational theory	75	—	—	2	1	— 2	—	—	—
History of education	36	—	—	—	—	—	2	—	—
Education law	15	—	—	—	—	—	—	1 T	—
Psychology:									
General & personality psychology	48	—	3	— B	—	—	—	—	—
Developmental psychology	30	—	—	3	—	— A	—	—	—
Diagnosis	24	—	—		—	B	—	—	—
Educational psychology	90	—	—	—	3	3	—	—	—
Developmental physiology/health education:									
Developmental physiology	51	3	— A	—	—	—	—	—	—
Health education	32	—	2	—	—	—	—	—	—
German language:									
Language	17	1 T	—	—	—	—	—	—	—
Grammar	116	1	3	2 T	1 Z	—	—	— A	—
Communication	90	—	—	—	1	1	2	2	—
Literature:									
Cultural Politics	17	1 T	—	—	—	—	—	—	—
Introduction to literature	50	2	1 Z	—	—	—	—	— A	—
National & world literature	172	—	1	2	1	3	2	2	—
Methods of teaching German:									
Methods of teaching native language	159	—	—	3	3	3	—	1 A	—
Methods of teaching reading	105	—	—	—	—	—	4	3	—
Domestic studies:									
Introduction to biology	42	2	B	—	—	—	—	—	—
Introduction to geography	41	—	1	1	1 B A	—	—	—	—
Methods of teaching domestic studies	105	—	—	—	1	2	2	2	A
Mathematics:									
Basic mathematics	101	5	1 Z	—	—	—	—	—	—
Geometry	101	—	2	—	3 Z	— 3	—	— TA	—
Arithmetic	195	—	—	3	—	—	4	4	—
Methods of teaching mathematics	201	—	—	2	2	3	3	3	A
Language education	32	1	—	—	1 T	—	—	—	—
Russian	165	3	3	2	2 A		—	—	—
Sports instruction	222	2	2	2	2	2	2	2 B	—
Audiovisual techniques	17	1 T	—	—	—	—	—	—	—
Political education	33	1	1 T	—	—	—	—	—	—
Classes to prepare for the final paper	45	—	—	—	1	1	1	Final paper	
TOTAL (without specialization subject)	2925	28	28	27	27	26	25	23	
ALL STUDENTS MUST STUDY ONE OF THE FOLLOWING SPECIALIZATIONS:									
Sports:									
History & theory of physical education	30	—	—	—	—	—	1	1 B	—
Sports medicine	49	—	1	1	1 B	—	—	—	—
Sports movements	17	1 T	—	—	—	—	—	—	—
Theory & practice of sports	318	4	4	2	2	3	3	2 TA	—
Methods of sports instruction	141	—	—	2	2	2	1	2	A
Art Education:									
Theory of fine arts	66	1	1	1	—	1 Z	—	—	—
Studio arts	144	2 B	2 TBB	1	1 TB	1	1	1 BB A	—
Methods of art education	123	—	—	1	2	1	2	2	A

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Music Education:									
Music esthetics	33	—	—	1	—	1 B	—	—	—
Music training	84	2	2	1 B	—	—	—	—	—
Voice	45	—	—	—	1	1	1 A	—	—
Choral training	15	—	—	—	—	—	—	1 T	—
Instrumental music	96	1	1	1	1	1	1 B	—	—
Rhythm & dance education	15	—	—	—	—	—	—	1 T	—
Methods of teaching music	93	—	—	1	1	1	1	2	A
School Garden Training:									
Theory of garden production	118	1	2	1	1	1	—	—	—
Practice of garden production	107	2	1	1 T	1 ZTB	1	1 ATB	1 T	—
Methods of teaching gardening	108	—	—	1	1	1	2	2	A
Manual Instruction:									
Technical drawing	17	1 T	—	—	—	—	—	—	—
Material technology	17	1 T	—	—	—	—	—	—	—
Production technology	101	1	3	2	A	—	—	—	—
Machine technology	60	—	—	—	1	2	1 A	—	—
Electronics	30	—	—	—	—	—	—	2 A	—
Methods of manual instruction	108	—	—	1	2	2	1	1	A
Sorbian									
Sorbian language									
Language theory	16	—	1	—	—	—	—	—	—
Grammar	84	2	2	1	— A	—	—	—	—
Orthography	66	2	2 Z		—	—	—	—	—
Language practice	83	2	1	1	1	—	—	—	—
Sorbian literature									
National literature	93	—	—	1	1	1	1	2 A	—
Children's literature	78	—	—	1	1	1	1	1	—
Methods of teaching Sorbian	156	—	—	2	2	2	2	2	A
History of the Sorbs	15	—	—	—	—	—	—	1 T	—

Note: A group of classes often conclude with a paper or an examination which has varying degrees of significance (see explanation in "Examinations and Papers" in Chapter III. The following abbreviations are used:

A = *Abschlussprüfung* (final examination)
B = *Beleg* (paper)
T = *Testat* (test)
Z = *Zwischenprüfung* (intermediate examination)
W = Weeks

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Table 2.7. Curriculum for Five-Year Distance-Study Program in Underground Construction from an Engineering School

	First Study Segment						Second Study Segment								
	Year 1			Year 2			Year 3			Year 4			Year 5		
	SS	CN	EX	SS	CN	EX	SS	CN	EX	SS	CN	EX	SS	CN	EX
Marxism-Leninism:															
Dialectical & historical materialism	90	30	Z	-	-	-	-	-	-	-	-	-	-	-	-
Political economy of capitalism & socialism	-	-	-	90	30	Z	-	-	-	-	-	-	-	-	-
Scientific communism/history of the workers' movement	-	-	-	-	-	-	50	18	-	50	18	-	20	4	A
Russian	70	36	-	60	27	A	-	-	-	-	-	-	-	-	-
German	36	18	B	-	-	-	-	-	-	-	-	-	-	-	-
Cultural theory/esthetics	36	18	B	-	-	-	-	-	-	-	-	-	-	-	-
Science of work	-	-	-	80	36	B	-	-	-	-	-	-	-	-	-
Socialist business admin	-	-	-	40	18	-	80	36	-	20	9	A	-	-	-
Cost and price	-	-	-	-	-	-	-	-	-	80	27	-	60	36	A
Mathematics	270	99	Z	120	36	A	-	-	-	-	-	-	-	-	-
Physics	70	27	-	40	18	Z	70	36	A	-	-	-	-	-	-
Electronic data processing	40	18	-	40	18	A	-	-	-	-	-	-	-	-	-
Statics	-	-	-	130	45	Z	20	18	A	-	-	-	-	-	-
Steel & concrete construction	-	-	-	-	-	-	90	36	-	90	36	-	10	9	A
Steel & wood construction	-	-	-	-	-	-	-	-	-	30	9	-	30	18	A
Building materials	118	45	Z	70	39	A	-	-	-	-	-	-	-	-	-
Projection study	-	-	-	40	18	A	-	-	-	-	-	-	-	-	-
Building construction	-	-	-	-	-	-	170	63	B	-	-	-	-	-	-
Basic construction	-	-	-	-	-	-	90	36	-	80	36	A	-	-	-
Construction supplies	-	-	-	-	-	-	-	-	-	50	18	-	85	36	B
Transportation	-	-	-	-	-	-	-	-	-	130	54	A	-	-	-
Construction machines	-	-	-	-	-	-	55	18	-	20	9	B	-	-	-
Technology (including micro-electronics & robotics)	-	-	-	-	-	-	65	18	-	150	63	Z	15	18	A
Surveying	-	-	-	-	-	-	30	9	-	20	9	B	-	-	-
Complex engineering problems	-	-	-	-	-	-	-	-	-	-	-	-	140	23	B
Total	730	291		710	285		720	288		720	288		360	144	-
Final Paper															3 months
No. of release days from work		36 days			36 days			36 days			36 days			28 days and 2 months for final paper	

B = *Beleg* (paper)
SS = *Self Study*

Z = *Zwischenprüfung (intermediate examination)*
CN = *Consultation*

Abschlussprüfung (final examination)
EX = *Examination*

For an explanation of examinations and papers, see pages 38-39.

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III. HIGHER EDUCATION

Introduction

Most of the higher education institutions are known as an *Universität* and or a *Hochschule*. Since the academic focus of an *Universität* is broader than that of a *Hochschule*, the translations used in this volume will be "university" for *Universität* and "college" for *Hochschule* (though other sources may translate *Hochschule* as "university" or "higher school"). The remaining higher education institutions are known as an *Akademie* (academy) or an *Institut* (institute). Higher education institutions authorized to award postsecondary academic degrees in the GDR are listed in Appendix A.

When the GDR was established in 1949, approximately 15 universities and colleges existed. In 1987 the official statistics counted 53 universities and colleges. The following types of higher education institutions existed: universities, technical universities, technical colleges, engineering colleges, pedagogical colleges, commerce and law colleges, medical academies, and fine arts colleges. Students could earn the first academic degree *(Diplom)* at all of these institutions, and at many of them students also could earn the second *(Doktor)* and the third *(Doktor der Wissenschaften)* academic degrees. These are the institutions which are included in the official statistics; but other degree-granting colleges, academies, and institutes also existed. These other institutions were supervised by the Central Committee of the SED (Socialist Unity Party of Germany) or ministries such as those for national defense or the interior. Many of them were exclusively research institutes where students could earn only the second and third degrees.

Brief Historical Review

After the Second World War in 1945-46, the following universities and colleges were reopened: the universities in Berlin, Greifswald, Halle, Jena, Leipzig, and Rostock; the Technical College in Dresden (later upgraded to a technical university); the Freiberg Mining Academy; the College of Building Construction and Fine Arts in Weimar (now called the College of Architecture and Building Construction); and the College of Music in Leipzig. The Academy of Political Science and Law of the GDR, which was supervised by the Free German Trade Union Association, was founded in 1948.

In the 1950s many new technical colleges were founded to meet the need for qualified technicians. This need had previously been satisfied only by the Technical College in Dresden. Founded were the Technical Colleges in Karl-Marx-Stadt (1953), Magdeburg (1953), Ilmenau (1953), Leuna-Merseburg (1954), and the College of Transport and Communications in Dresden (1952). The Technical Colleges in Karl-Marx-Stadt (now called Chemnitz) and Magdeburg were later upgraded to technical universities. Also founded in the 1950s were the three medical academies in Dresden, Erfurt and Magdeburg; Bruno Leuschner College of Economics in Berlin;

the German College of Physical Education in Leipzig, and the two agricultural colleges in Meissen and Bernburg.

Many of the pedagogical institutes which were founded in the 1950s as upper-secondary level institutions were later upgraded to pedagogical colleges *(Hochschulen)*. Pedagogical education was increased from two to four years in 1958. Since 1970 all teachers for the university-preparatory upper secondary program (grades 11 and 12) have been trained in the pedagogical colleges. In the 1960s the pedagogical colleges were granted the right to confer the second and third academic degrees.

In 1969 ten engineering vocational schools at the upper-secondary level were upgraded to engineering colleges. Several of the engineering colleges were changed to technical colleges in the 1980s. The course of study in engineering colleges was four years. In 1976 the engineering colleges were given the right to confer the *Diplom* and later the right to confer the *Doktor* degree.

The universities, medical academies, technical universities, technical colleges, engineering colleges, and colleges of economics and commerce were supervised by the Ministry of Higher and Technical Education until this ministry was merged with the Ministry of Education in 1990. The Ministry of Education previously supervised only the pedagogical colleges.

Most of the fine arts colleges, which were supervised by the Ministry of Culture, were either reopened or founded during the decade immediately following World War II. The fine arts colleges do not have the right to confer *Doktor* degrees.

In addition to the above-mentioned colleges and universities were the Party College of Karl Marx which was supervised by the Central Committee of the SED, several military colleges under the Ministry for National Defense, several colleges under the Ministry of the Interior, and colleges under the Customs Administration, Free German Workers' Union, Ministry of Health, Ministry of the Economy, and Ministry of State Security. Most of these institutions, many of which were closed in 1989 and 1990, were legally authorized to confer the second *(Doktor)* and third *(Doktor der Wissenschaften)* academic degrees.

Admission

Admission decisions were made by an admissions committee that was appointed by the rector of the college or university. The chair of the admissions committee was the school's director of student affairs; the members of the committee were a scientist, a representative from the Free German Youth, and a member of the profession. The choice of applicants followed a prescribed process which usually lasted one year. Simultaneous applications for more than one major or to different colleges or universities were not permitted, although applicants who were not admitted to their desired major, but who nevertheless were qualified for college or university admission, could discuss the possibility of entry into an alternate major for which space existed. Applicants who were not admitted on their first try could reapply later for the same major. Some applicants were "delegated" to study at a college or university by their employer, and these applicants usually stood a better chance of admission.

The requirements for admission to colleges and universities, as stated in the "Regulation on the Application, Selection, and Admission to Direct Study in the Universities and Colleges," were as follows:

- Active participation in the socialist society and willingness to defend socialism.
- Previous practical experience combined with the ambition, knowledge and ability necessary to improve.
- Compliance with all the demands of the socialist society and, after the successful conclusion of studies, willingness to work in a position consistent with the academic degree.

In addition, the maturity certificate *(Reifezeugnis)* was required. Beginning in the late 1970s, students who sought admission to one of the following majors were expected to have had one or two years of practical experience in the field that the student wanted to study: earth sciences, psychology, all engineering and agricultural science majors, some economics majors, medicine, dentistry, pharmacy, industrial design, and vocational school teacher training majors. Students who had completed vocational training or military service were exempt from the practical experience requirement.

An interview with the admissions committee was required of all applicants in the following majors: psychology, some economics-related majors, philosophical-historical sciences, sociology, theater, and German studies. The goal of the interview was to get to know the student personally and to discuss in detail the student's intended study plans. Aptitude tests were required in majors such as architecture; city planning; classical archeology; cultural or fine arts fields; sports; and teacher education in music, fine arts, and sports.

The admission decision depended not only upon the applicant's qualifications but also upon the state's national economic plan. A predetermined number of students was accepted into each major each year. The group of new students admitted to each major at each institution annually progressed through each year of the study program as a unit. After graduation, the government guaranteed students jobs in their fields. Thus, the number and kind of jobs needed in the planned economic system had to be matched with the number of students admitted to each major. On the average, 1.2 to 1.4 applicants existed for each seat, though the number in certain majors was considerably higher. In the late 1980s, the demand for majors in medicine, psychology and computer science was greater than the supply of places; thus, admission to these departments was limited. On the other hand, the demand for study in certain technical disciplines and in the philosophical-historical sciences (Marxism-Leninism) was smaller than the supply of existing places. After all admission decisions were made, approximately 55% of all students were supposed to come from the families of workers or farmers, although this requirement may not have been met each year.

Student Status

Students were admitted for direct study *(Direktstudium)*, distance study *(Fernstudium)* or evening study *(Abendstudium)*. Regardless of the means of study, students completed the same academic curriculum in each major and received the same degree. The final diploma did not specify whether a student completed the program in a direct, distance or evening study program.

Direct study was fulltime day-school enrollment, while distance and evening study were normally part-time enrollment. Distance study was essentially correspondence study, and the small number of evening study programs were for students who lived near a university or college

that offered a program in the evening. In distance and evening study, the program was extended over a longer time period. Study for the first degree in most majors took four to five years in direct study and four to six years in distance or evening study.

On the average, approximately 85% of all students admitted to and enrolled in a college or university since the mid-1970s were in direct study and the remaining were in distance or evening study. The percentage of students enrolled in direct study in 1988 at individual institutions is provided in Appendix A. In some institutions (e.g., the medical academies) all students were enrolled in direct study.

Enrollment

The following description of university and college enrollments is based upon official statistics. Not included are students enrolled in degree-granting institutions which are not part of the official statistics. See "Introduction" in this chapter.

The total population of 18 to 23 year olds increased by approximately 15% from 1970 to 1980, while the percentage of students in this age group enrolled in colleges and universities decreased from 18.6% in 1970 to 11.5% in 1980 and the percentage involved in distance study decreased from 4.2% to 1.0%. During the 1980s the percentage of this population enrolled in colleges and universities remained at around 12%. The number of college and university students was directly related to the economy's need for workers, not to the students' interest in studying at a higher educational level.

From 1971 to 1976 the number of students admitted to colleges and universities each year decreased from 44,000 to approximately 32,000, a level which was maintained from 1976 to 1988. Total student enrollment was maintained at approximately 130,000 students each year from 1976 to 1988. Since 1979 approximately 25,000 students (of whom around 80% were in direct study) graduated from colleges and universities each year. In 1951 only one-fourth of all students were females, but from 1972 to 1988 half of all students and graduates were females.

The proportion of students enrolled in each branch of study in 1988 was as follows: 6.3% in mathematics and natural sciences (including pharmacy); 31.5% in engineering and architecture; 9.8% in medicine and veterinary medicine; 5.6% in agricultural sciences; 13.1% in economics; 5.7% in philosophical, historical, and social sciences and law; 2.3% in cultures, humanities, sports, and theology; 1.0% in languages and linguistics; 2.5% in fine arts; and 22.2% in education majors. The same relative proportion of students in each branch of study existed from 1970 to 1988.

Over 90% of all students enrolled in medicine, mathematics and natural sciences from 1970 to 1988 were enrolled in direct study. During the same time period, less than half of all students enrolled in philosophical, historical and social sciences, and law and approximately half to two-thirds of all students enrolled in economics were enrolled in direct study. Direct study enrollment in the remaining branches of study was consistent with the overall average of 80%-85%.

Academic Year

The academic year was divided into two semesters. The fall semester *(Herbstsemester)* began in mid-September and lasted until the end of February. The spring semester *(Frühjahrssemester)* began at the end of February and lasted until the end of August. Within each semester, 15 weeks were devoted to classes, four or five weeks to a free lecture period (which was not a vacation period), one or two weeks to examinations, and one week to registration. There was a two-week break after the fall semester and a seven-week break after the spring semester. The free lecture period fell at the end of the semester and was used for self-study, practica, research work, excursions, or special courses.

First Degree Program

The first of the three university or college degrees offered in the GDR was the *Diplom* in a certain discipline *(Diplom eines Wissenschaftszweiges)* or the professional title of *Arzt* (physician), *Zahnarzt* (dentist), or *Tierarzt* (veterinarian). Table 3.1 lists *Diplom* degrees awarded in 1988.

In medicine, the first degree was the minimum academic requirement for professional practice, but students also needed to pass a state medical examination *(ärztliche Approbation)* administered by the Ministry of Health before they could practice medicine. The *Diplom*-level degree in medicine is expected to be discontinued in 1991, after which the first degree in medicine will be the *Doktor*.

Study Plans

A study plan *(Studienplan)* existed for each first degree major program (but not for the second and third degree programs) and was prepared by the Ministry for Higher and Technical Education. Thus, the study plan for a particular major was uniform throughout the country. The study plan contained the educational goals of the major; the length of the program in direct, distance or evening study programs; certificates awarded; and a course list with hours of study each year and type of examinations required. See course lists for direct study programs in psychology, Marxist-Leninist sociology, and civil engineering in Tables 3.2, 3.3., and 3.4, respectively.

It is generally agreed that the curricula in the various natural science majors were comparable to their counterparts in West Germany. However, in some of the other disciplines (i.e., social sciences and the humanities), the curricula did not include a full range of topics in the field. For example, study in business and economics majors was geared toward a socialist economy, and some of the topics relevant to a Western economy (e.g., labor markets and corporate finance) were not included (El-Khawas 1990, 44).

Duration of Studies

In direct study, programs lasted four, four and one-half, five, or six years. The only six-year program was that in medicine, and the sixth year was devoted to clinical work. Five-year

Table 3.1. First Academic Degree *(Diplom)* Awarded in Each Field of Study (1988)

MATHEMATICS/NATURAL SCIENCES	
Mathematics	*Diplommathematiker (Dipl.-Math.)*
Physics	*Diplomphysiker (Dipl.-Phys.)*
Hydrology	*Diplomhydrologe (Dipl.-Hydr.)*
Meteorology	*Diplommeteorologe (Dipl.-Meteor.)*
Crystallography	*Diplomkristallograph (Dipl.-Krist.)*
Chemistry	*Diplomchemiker (Dipl.-Chem.)*
Food chemistry	*Diplomlebensmittelchemiker (Dipl.-L.-Chem.)*
Biochemistry	*Diplombiochemiker (Dipl.-Biochem.)*
Biophysics	*Diplombiophysiker (Dipl.-Biophys.)*
Biology	*Diplombiologe (Dipl.-Biol.)*
Geology	*Diplomgeologe (Dipl.-Geol.)*
Mineralogy/Geochemistry	*Diplommineraloge (Dipl.-Mineral.)*
Geophysics	*Diplomgeophysiker (Dipl.-Geophys.)*
Geography	*Diplomgeograph (Dipl.-Geogr.)*
Psychology	*Diplompsychologe (Dipl.-Psych.)*
Educational psychology	*Psychologe*
Pharmacy	*Diplompharmazeut (Dipl.-Pharm.)*
TECHNICAL SCIENCES	
Engineering	*Diplomingenieur (Dipl.-Ing.)*
Engineering education	*Diplomingenieurpädagoge (Dipl.-Ing.-Päd.)*
MEDICINE	
Medicine	*Arzt*
Dentistry	*Zahnarzt*
Nursing	*Diplomkrankenpfleger/schwester (Dipl.-Krank.-Pfl., Dipl.-Krank.Schw.)*
Medical education	*Diplommedizinpädagoge (Dipl.-Med.Päd.)*
AGRICULTURAL SCIENCES	
Agricultural engineering	*Diplomagraringenieur (Dipl.-Agr.-Ing.)*
Horticultural engineering	*Diplomgartenbauingenieur (Dipl.-Gart.-Ing.)*
Fisheries engineering	*Diplomfischereiingenieur (Dipl.-Fisch.-Ing.)*
Veterinary medicine	*Tierarzt*
Forestry engineering	*Diplomforstingenieur (Dipl.-Forswt.-Ing.)*
Agriculture education	*Diplomagrarpädagoge (Dipl.-Agr.-Päd.)*
ECONOMICS	
Economics	*Diplomökonom (Dipl.-ök.)*
Engineering economics	*Diplomingenieurökonom (Dipl.-Ing.-ök.)*
Scientific organization	*Diplomwissenschaftsorganisator (Dipl.-Wiss.-Org.)*
Economics education	*Diplomökonompädagoge (Dipl.-ök.Päd.)*
GOVERNMENT AND JURISPRUDENCE	
Philosophy	*Diplomphilosoph (Dipl.-Phil.)*
Sociology	*Diplomsoziologe (Dipl.-Soz.)*
Foreign policy	*Diplomstaatswissenschaftler (Dipl.-Staatswiss.)*
Social sciences	*Diplomgesellschaftswissenschaftler* (Dipl.-Ges.-Wiss.)

History	*Diplomhistoriker (Dipl.-Hist.)*
Archiving	*Diplomarchivar (Dipl.-Archiv.)*
Classical archeology	*Diplomarchäologe (Dipl.-Arch.)*
Ancient history	*Diplompraehistoriker (Dipl.-Praehist.)*
Ethnography	*Diplomethnograph (Dipl.-Eth.)*
Law	*Diplomjurist (Dipl.-Jur.)*
Library science	*Diplombibliothekar (Dipl.-Bibl.)*
Northern European studies	*Diplomnordist (Dipl.-Nord.)*
East Asian archeology	*Diplomorientarchäologie (Dipl.-Orientarch.)*
Arabic studies	*Diplomarabist (Dipl.-Arab.)*
African studies	*Diplomafrikanist (Dipl.-Afrikan.)*
Iranian studies	*Diplomiranist (Dipl.-Iran.)*
Turkish studies	*Diplomturkologe (Dipl.-Turk.)*
Hebrew studies	*Diplomhebraist (Dipl.-Hebr.)*
Chinese studies	*Diplomsinologe (Dipl.-Sin.)*
Japanese studies	*Diplomjapanologe (Dipl.-Jap.)*
Korean studies	*Diplomkoreanist (Dipl.-Kor.)*
Mongolian studies	*Diplommongolist (Dipl.-Mong.)*
Vietnamese studies	*Diplomvietnamist (Dipl.-Viet.)*
Indonesian studies	*Diplomindonesist (Dipl.-Ind.)*
Latin American studies	*Diplomlateinamerikawissenschaftler (Dipl.-Lat.)*
Criminology	*Diplomkriminalist (Dipl.-Krim.)*

CULTURE, ART, AND SPORTS SCIENCES

Cultural studies	*Diplomkulturwissenschaftler (Dipl.-Kulturwiss.)*
Art	*Diplomkunstwissenschaftler (Dipl.-Kunstwiss.)*
Musicology	*Diplommusikwissenschaftler (Dipl.-Musikwiss.)*
Theater	*Diplomtheaterwissenschaftler (Dipl.-Theaterwiss.)*
Education	*Diplompädagoge (Dipl.-Päd.)*
Sports education	*Diplomsportlehrer (Dipl.-Sportl.)*

THEOLOGY

Theology	*Diplomtheologe (Dipl.-Theol.)*

LITERATURE AND LANGUAGE

Linguistics	*Diplomsprechwissenschaftler (Dipl.-Sprechwiss.)*
German	*Diplomgermanist (Dipl.-Germ.)*
Slavic language	*Diplomslawist (Dipl.-Slaw.)*
English/American studies	*Diplomanglist (Dipl.-Angl.)*/*Diplomamerikanist* (Dipl.-Amerik.)
Romance languages	*Diplomromanist (Dipl.-Rom.)*
Philology	*Diplomphilologe (Dipl.-Phil.)*
Hungarian studies	*Diplomhungarologe (Dipl.-Hung.)*
Albanian studies	*Diplomalbanologe (Dipl.-Alb.)*
Modern Greek studies	*Diplomneogräzist (Dipl.-Neogräz.)*
Baltic studies	*Diplombaltist (Dipl.-Balt.)*
Journalism	*Diplomjournalist (Dipl.-Jour.)*
Translation	*Diplomsprachmittler (Dipl.-Sprachm.)*

TEACHING

Teaching	*Diplomlehrer für (subject) (Dipl.-L.),* *Diplomerzieher für (subject) (Dipl.-Erz.),* *Diplomvorschulerzieher für (subject) (Dipl.-Erz.),* *Diplomrehabilitationspädagoge (Dipl.-Reh.-Päd.)*

MILITARY SCIENCES

Military sciences	*Diplommilitärwissenschaftler (Dipl.-Mil.)*

MUSIC

Music performance	*Diplommusiker (Dipl.-Musiker)*
Music composition	*Diplomkomponist (Dipl.-Komponist)*
Sound engineering	*Diplomtonmeister (Dipl.-Tonmeister)*
Direction (stage or film)	*Diplomregisseur (Dipl.-Regisseur)*
Vocal music	*Diplomsänger (Dipl.-Sänger)*
Orchestral/choral conducting	*Diplomdirigent (Dipl.-Dirigent)*
Music education	*Diplommusikpädagoge (Dipl.-Musikpäd.)*

PERFORMING ARTS

Acting	*Diplomschauspieler (Dipl.-Schauspieler)*
Dramaturgy	*Diplomdramaturg (Dipl.-Dramaturg)*
Film sciences	*Diplomfilmwirtschaftler (Dipl.-Filmwiss.)*
Camera filming	*Diplomkameramann (Dipl.-Kameramann)*
Choreography	*Diplomchoreograph (Dipl.-Choreogr.)*

FINE ARTS

Sculpture	*Diplombildhauer (Dipl.-Bildhauer)*
Stage design	*Diplombühnenbildner (Dipl.-Bühnenbildner)*
Painting	*Diplommaler (Dipl.-Maler)*

APPLIED ARTS

Book design	*Diplombuchgestalter (Dipl.-Buchgestalter)*
Photography	*Diplomfotografiker (Dipl.-Fotografiker)*
Graphic design	*Diplomgebrauchsgrafiker (Dipl.-Gebrauchsgrafiker)*
Mold design	*Diplomformgestalter (Dipl.-Formgestalter)*
Restoration	*Diplomrestaurator (Dipl.-Restaurator)*

INDUSTRIAL DESIGN

Mold design	*Diplomformgestalter (Dipl.-Formgestalter)*
Fashion design	*Diplommodegestalter (Dipl.-Modegestalter)*

WRITING

Writer	*Schriftsteller*

programs existed in mathematics, natural sciences, philosophical-historical sciences, dentistry, veterinary medicine, theology, and culture. Four or four and one-half year programs existed in engineering, technical sciences, agricultural sciences, economics, law, literature, art and music, teaching, and military science. In the 1980s, most of the teacher education programs were extended from four to five years, with much of the last year spent in student teaching. Through distance or evening study, the same program was extended over a longer time period.

Some college or university programs lasting less than four years also existed, but they did not culminate in the *Diplom* degree. For example, the writing program at the Institute for Literature lasted three years and culminated in the title of writer *(Schriftsteller)*, though most students who entered this program already had a first academic degree in another field. Starting in 1984 and ending in 1987, some programs, primarily in the engineering and economics disciplines, were reduced to three and one-half years in duration so that students could enter the labor force sooner. The coursework covered was the same as that in the four-year program, but the student neither wrote nor defended a thesis. Instead of earning the *Diplomingenieur* or *Diplomökonom* degree, students earned the vocational title of *Ingenieur* or *Ökonom*, but it was issued by a college or university rather than by a vocational school. The short program was eliminated in 1990. Only a few (less than 1,000 students) completed the shorter program, and after 1990 these students were entitled to complete a thesis and earn the *Diplom* degree. The duration of a student's study program can be determined from the study book *(Studienbuch)*. (A description of the study book appears in "Higher Education Credentials" later in this chapter.)

Examinations and Papers

Written into each study plan were the types of examinations and papers required and the semester during which each needed to be completed. See examinations required within selected major programs in Tables 3.2, 3.3, and 3.4.

From least to most significant, the types of examinations were a test *(Testat)*, intermediate examination *(Zwischenprüfung)*, final examination *(Abschlussprüfung)*, and main examination *(Hauptprüfung)*. Tests were the smallest and least formal of the different examinations. Intermediate examinations were taken only in one subject, and usually several were required during each study program. Final examinations were taken after the last course in a related group of subjects, and usually more than one was required. The main examination was the final and most important examination in several related groups of subjects, and students usually were required to take more than one main examination. After passing the main examinations but before completing the thesis *(Diplomarbeit)*, students were entitled to a vocational title in the appropriate discipline.

The two types of papers required were the *Beleg* and the *Diplomarbeit*. The *Beleg* was smaller and less significant than the *Diplomarbeit*. Depending upon the subject, the *Beleg* might be described as an essay or a small research paper. Sometimes a grade was assigned for a *Beleg* but not always. The *Diplomarbeit* was a thesis written during the last semester of study and publicly defended before a commission of professors from the same or related departments. The purpose of the *Diplomarbeit* was to show that the student understood a scientific problem, could ask relevant questions, could conduct research in a scientific manner, and could suggest how the

questions could be answered or resolved. After successfully completing and defending the thesis during the last semester of the program, the student was entitled to the *Diplom* degree.

The grades received in the examinations and papers were recorded in the student's study book *(Studienbuch)*. (See "Higher Education Credentials"in this chapter. Also see "Grading Scale" in Chapter I.)

Contents of *Diplom* Studies

Diplom study programs consisted of three segments: basic studies, introductory studies in the major field, and specialized studies. The proportion of each major program devoted to each segment varied somewhat. In chemistry, computer science and mechanical engineering, approximately 20% of the program was devoted to basic studies, 50% to introductory studies, and 30% to specialized studies. In (socialist) economics the percentages were 32%, 40%, and 28%, respectively.

The basic studies portion of all *Diplom* programs consisted of courses in the following areas:

- Foreign languages — Language study began in the ten-year school and continued at the university level. Prior to 1989, the required languages were Russian, which all students began studying in fifth grade, and either English or French, which students could choose to study starting in the seventh grade.
- Marxism-Leninism — An integral part of all major programs prior to 1990 was the study of Marxism-Leninism. It began in the ten-year school and extended throughout university or college studies. Students usually studied dialectical and historical materialism in the first year, capitalist and socialist political economy in the second year, and scientific communism and history of the workers' movement in the third and fourth years. Students usually took a written and oral intermediate examination at the end of the second year and a major examination at the end of the third year.

  Although study of Marxism-Leninism was compulsory for all GDR students and students from other socialist countries, it was not required of students from non-socialist countries. Instead, students from non-socialist countries were required to take alternative course offerings, e.g., "The Theoretical and Practical Foundations of Societal Development in our Time" offered at Karl Marx University in Leipzig.

- Reserve military training or civil defense — Male students who completed their active military service prior to entering higher education participated in a five-week training program during the second year. Males who had not completed active military service and all female students completed training in civil defense. Completion of this requirement was necessary not only for the final examination at the conclusion of the diploma studies but also for admission to the intermediate examination at the end of the second year.
- Sports training — Two hours per week of sports training were required. Students could train in the sport of their choice. Successful completion of sports training

Table 3.2 Curriculum for Direct Study University Program in Psychology Resulting in *Diplompsychologe* Degree (1983)

Course *Semester:**	*Hours per Week of Instruction*									
	1	*2*	*3*	*4*	*5*	*6*	*7*	*8*	*9*	*10*
Dialectical & historical materialism	3	2 Z	—	—	—	—	—	—	—	
Political economics of capitalism & socialism	—	—	3	3 Z	—	—	—	—	—	
History of the SED	—	—	—	—	4	—	—	H	—	
Scientific communism	—	—	—	—	—	3	4	—	—	
Selected problems in Marxism-Leninism (special course)	—	—	—	—	—	—	—	—	2 T	
Russian	2	2	2	1 A	—	—	—	—	—	
English	2	2	1 A	—	—	—	—	—	—	
Sports	2	2	2	2	2	2	2	2	2 T	
Human biology	3	4 Z	3 A	—	—	—	—	—	—	
Mathematics for psychology	3	2 Z	2	2	1 A	—	—	—	—	
Statistics for psychology	2	4	3 A	—	—	—	—	—	—	
Psychological methods	3	4	3 Z	—	—	—	2 A	—	—	
General psychological diagnoses	—	—	2	6 Z	2 A	—	—	—	—	
General psychology	3	3 Z	2	2	2	—	—	2	H —	
Personality psychology	—	—	4	2 Z	—	—	—	—	—	
Developmental psychology	4 Z	2	—	—	—	2 A	—	—	—	
Philosophical problems in psychology	—	—	—	—	2 T	—	—	—	—	
History of psychology	—	—	—	—	—	—	—	2 A	—	
Psychological problems of national defense	—	—	—	1 T	—	—	—	—	—	
TOTAL	27	27	27	19	13	7	8	6	4	

Diplom thesis (diplomarbeit)

*Each semester lasts 15 weeks, except for the sixth semester which lasts ten weeks.
T = *Testat* (test)
Z = *Zwischenprüfung* (intermediate examination)
A = *Abschlussprüfung* (final examination)
H = *Hauptprüfung* (main examination)

Table 3.3 Curriculum for Direct-Study University Program in Marxist-Leninist Sociology Resulting in *Diplomsoziologe* Degree (1982)

Course	Semester:*	Hours per Week of Instruction 1	2	3	4	5	6	7	8	9	10
Introduction to sociology		1	1	—	—	—	—	—	—	—	—
Dialectical materialism		4	4 H	—	—	—	—	—	—	—	—
Historical materialism		—	—	4	4 H	—	—	—	—	—	—
Political economics											
—of capitalism		3	3 Z	—	—	—	—	—	—	—	—
—of socialism		—	—	3	3 Z	—	—	— H	—	—	—
Classical works in Marxism-Leninism		—	—	—	—	2	2	2	—	—	—
Scientific communism		—	—	—	—	3	3 A	—	—	—	—
History of the SED & the international workers' movement		2	2	2	2 A	—	—	—	—	—	—
History of philosophy		2	2	3	3 Z	3	3	3	3	3 A	—
Mathematics		4 Z	—	—	—	—	—	—	—	—	—
Statistics		—	4	3	A	—	—	—	—	—	—
Information processing		—	—	—	2	—	—	—	—	—	—
Theory of sociology		—	—	—	2	2	2	2 H	—	—	—
—Special seminar		—	—	—	—	—	2	2	—	—	—
Methodology and methods of sociology		—	2	2	2	2 Z	2	2	— H	—	—
—Special seminar		—	—	—	—	—	—	—	2	—	—
History of sociology		—	—	—	—	—	—	3	3 A	—	—
Critique of civics and sociology		—	—	—	—	—	—	—	2	—	—
Industrial sociology		—	—	—	—	2	2	2	2 H	—	—
—Special seminar		—	—	—	—	—	—	—	—	2	—
Urban sociology		—	—	—	—	—	2 B	—	—	—	—
Marxist-Leninist military sociology		—	—	—	—	—		1 T	—	—	—
Choice of one of following:		—	—	—	—	—	—	—	2	4 A	4 T
Sociology of the family											
Cultural sociology											
Educational sociology											
Adolescent sociology											
Rural sociology											
Other branch of sociology											
Research seminar		—	—	—	—	2	2	1	2	2	2
Choice of specializations		—	—	—	—	—	—	1	1	2 T	—
General psychology		—	—	—	—	—	—	2	—	—	—
Social psychology		—	—	—	—	—	—	—	2	A	—
Industrial psychology		—	—	—	—	—	—	—	—	2	—
Social politics		—	—	—	—	2 T	—	—	—	—	—
Demography		—	—	—	—	—		—	—	—	—
Logic		2	2 A	—	—	—	—	—	—	—	—
Course chosen by the school		—	—	—	—	—	—	2	3	3	—
Russian		4	4	2	2 A	—	—	—	—	—	—
Second foreign language		—	—	2	2	1 A	—	—	—	—	—
Sports		2	2	2	2	2	2	2	2	2	2 T
TOTAL		24	26	23	24	21	24	25	24	20	8

*Each semester lasts 15 weeks except for the tenth semester which lasts eight weeks, and during the tenth semester requires completion of the *diplom* thesis.

T = *Testat* (test)
Z = *Zwischenprüfung* (intermediate exam)
H = *Hauptprüfung* (main exam)
B = *Beleg* (more significant paper than the *Testat*)
A = *Abschlussprüfung* (final examination)

Table 3.4. Curriculum List for Direct Study University Program in Civil Engineering Resulting in *Diplomingenieur* Degree (1983)

Course	Semester:*	Hours per Week of Instruction 1	2	3	4	5	6	7*	8*
Marxism-Leninism		-	-	-	-	-	H		
Dialectical & historical materialism		2	3 Z	-	-	-	-		
Political economics of capitalism & socialism		-	-	3	3 Z	-	-		
Scientific communism/history of the workers' movement		-	-	-	-	4	4		
Choice of problems in Marxism-Leninism		-	-	-	-	-			(30 T)
Russian		2	2	1 A	-	-	-		
Second foreign language		-	-	2	3 A	-	-		
Sports		2	2	2	2	2	2 T		
Socialist business administration		-	-	-	2	3 A	-		
Socialist law		-	-	-	-	-	-		(30 T)
Construction costs		-	-	-	-	2	2 B		
Science of work		-	-	-	-	-	2 A		
Socialist environmental planning		-	-	-	-	1 T	-		
Mathematics/descriptive geometry		6 Z	4	4	4 A	-	-		
Information processing		2	3 A	-	-	-	-		
Physics		3 A	-	-	-	-	-		
Technical hydromechanics		-	-	2 B	-	-	-		
Engineering geology		-	-	2 T	-	-	-		
Agricultural mechanics		-	-	-	3 B	-	-		
Technical mechanics		6	6 A	-	-	-	-		
Study of solids		-	4	3 A	-	-	-		
Statics/metal work		-	-	4	3 A	-	-		
Construction materials		2	1 A	-	-	-	-		
Engineering geodesy		-	2 A	-	-	-	-		
Study of construction/technical drawing		4	2 Z	2 A	-	-	-		
Basics of construction technology		3 A	-	-	-	-	-		
Steel & concrete construction		-	-	3	4	4 A	-		
Metal construction		-	-	-	-	3	3 A		
Basic construction		-	-	-	-	3 A	-		
Construction mechanization		-	2 B	-	-	-	-		
Technical development		-	-	-	2	2 B	-		
Technical production preparation		-	-	-	-	2 B	-		
Technology of the construction process		-	-	-	3 B	-	-		
Building technology		-	-	-	-	3 B	-		
Heating & cooling of buildings		-	-	-	2 T	-	-		
Measuring & experimental technology		-	-	-	1 T	-	-		
Wood & plastic construction		-	-	-	-	3 B	-		
Automated Projections		-	-	-	-	-	1 T		
Microelectronics		-	-	-	-	-	2 T		
Special seminar		-	-	-	-	-	-		(75 T)
Emphasis (as available at the school) chosen from one of following:		-	1	4	-	-	16 H		
Statics of building support systems									
Construction design									
Bridge construction									
Industrial & agricultural construction									
Apartment construction									
Practical Projections									
TOTAL		32	32	32	32	32	32	-	-

Engineer Practicum

Diplom thesis (*Diplomarbeit*)

*Each semester lasts 15 weeks. An engineering practicum occurs during the seventh semester, and the thesis is completed during the eighth semester.

T = *Testat* (test)
Z = *Zwischenprüfung* (intermediate examination)
H = *Hauptprüfung* (main examination)
B = *Beleg* (paper)
A = *Abschlussprüfung* (final examination)

was required for admission to the final examination at the conclusion of the diploma program.

Introductory studies consisted of basic, theoretical coursework in the student's major field. Courses taken as part of this segment of the diploma program were intended to cover a broad range of related subjects, including natural and technical sciences as well as social sciences. In most majors, the introductory studies segment concluded with an intermediate examination. In direct study, this segment normally lasted two or two and one-half years.

Specialized studies commenced after the introductory studies segment was completed and the required intermediate examinations were passed. This segment required two to three additional years of direct study. Coursework in this segment consisted of advanced scientific study in the field plus extensive practical work. Students had longer practica during this segment, e.g., a one-semester business practicum for engineering students, a school practicum in teacher-training programs, or a 12-week practicum for students in academic fields or fields requiring clinical experience. The first degree was awarded after the student successfully passed the final examinations and completed a thesis.

Second Degree Program

The second academic degree awarded in the GDR was referred to as *Promotion A* or the *Doktor* in a certain discipline *(Doktor eines Wissenschaftszweiges)*. See Table 3.5 for a list of *Doktor* degrees awarded in 1988.

To qualify for entry into the *Doktor* degree program, the usual requirement was completion of the *Diplom* degree. Especially talented students could progress directly into the research study of the second degree program without formally acquiring the *Diplom*, but they had to complete at least the main examination in their major subject. Also considered in the admission decision was whether the student was an active participant in the socialist society.

The *Doktor* was a research degree. To earn the degree, students were required to research and write a dissertation, known as *Dissertation A*. While coursework in the academic discipline was not required per se, some departments did provide courses to help students with their research. Coursework was required in Marxism-Leninism and foreign languages, and students were required to certify advanced knowledge of Marxism-Leninism and knowledge of two foreign languages (Russian and usually either English or French). If the subject of a student's *Diplom* degree was different than that for the *Doktor*, the student also had to take an examination, called a *Rigorosum*, in the main subject for the *Doktor* degree.

After the dissertation was submitted, it normally had to be approved by three independent scientific experts who were selected by the faculty. Then the student had to defend the dissertation in public. "Collective" dissertations where more than one degree candidate worked on different parts of one investigation were permitted as long as individual contributions could be sufficiently recognized.

The purpose of *Dissertation A* was to prove that the student was competent to do research in a scientific field and could find new methods and new results in that field. The results of the research for *Dissertation A* were not as important as the fact that the candidate could do the

research. The research findings could be insignificant as long as the student was able to properly conduct the research, though many dissertations at this level did show significant results and some were recognized internationally. For *Dissertation B* (for the third academic degree), the research not only had to be conducted satisfactorily but the result also had to be significant. For *Dissertation A*, a professor or associate professor served as the student's mentor or guide during the research. Thus, the research was not fully independent, since the professor's name also appeared in the dissertation.

The *Doktor* degree required three years for fulltime research students *(Forschungsstudenten* or *Aspirant)*, four years for research assistants *(Assistenten)* who also taught classes or conducted research for the university, and three to four years for gifted students who were allowed to enter the *Doktor* program before they completed all requirements for the *Diplom* degree. Fulltime research students sometimes also taught classes but on a voluntary basis. A fourth category of students, the external *Doktor* students *(externe Doktoranden)*, could write a dissertation on their own and then request to defend it at a university. These students also had to satisfy the political and foreign language requirements.

Third Degree Program

In the late 1960s, the highest academic degree was renamed the *Doktor* of science *(Doktor der Wissenschaften, Dr. sc. ...)* or *Promotion B*. Prior to this, the degree had been known as *Habilitation (Dr. habil.)*. See Table 3.6 for a list of *Doktor* of science degrees awarded in 1988. The *Doktor* of science degree is normally required for obtaining an academic appointment at a higher educational institution and for serving as a mentor to students who are working on the first *Doktor* degree.

Prerequisite for entry into the *Doktor* of science degree program was the first *Doktor* degree. Those permitted to enter the *Doktor* of science program were required to have advanced knowledge of Marxism-Leninism and to be active participants and leaders in scientific collectives and the socialist society. Candidates for the third degree normally worked at a university as an assistant for six to eight years while they prepared their dissertation.

Like the *Doktor* degree, the *Doktor* of science degree was a research degree; but, unlike *Dissertation A*, *Dissertation B* had to be the product of original scientific work that contributed to the advancement or development of the discipline on an international level. *Dissertation B* research was conducted independently without the assistance of a faculty mentor and had to show substantial results, e.g., new theories, new applications, or new ideas. Thus, merely conducting good research was not sufficient; the research had to show significant results. Normally the research for *Dissertation B* required four or five years. After the dissertation was accepted by the faculty, it had to be successfully defended in public.

Religious Colleges

A number of religious colleges existed, but they were not recognized by the government prior to 1990. (See the list of religious colleges in Appendix A.) Students trained in these colleges worked in churches and other private organizations associated with the churches. Some of the majors offered were theology, church law, and church music. The maturity certificate earned in a

Table 3.5. Second Academic Degree *(Doktor)* Awarded By Field of Study in 1988

Agriculture	*Doctor agriculturarum (Dr. agr.)*
Law	*Doctor juris (Dr. jur.)*
Medicine	*Doctor medicinae (Dr. med.)*
Veterinary medicine	*Doctor medicinae veterinariae (Dr. med. vet.)*
Military science	*Doctor rerum militarium (Dr. rer. mil.)*
Education	*Doctor paedagogicae (Dr. paed.)*
Philosophy	*Doctor philosophiae (Dr. phil.)*
Natural sciences	*Doctor rerum naturalium (Dr. rer. nat.)*
Economics	*Doctor oeconomicae (Dr. oec.)*
Political science	*Doctor rerum politicarum (Dr. rer. pol.)*
Forestry	*Doctor rerum silvaticarum (Dr. rer. silv.)*
Theology	*Doctor theologiae (Dr. theol.)*
Engineering	*Doktor-Ingenieur (Dr.-Ing.)*

Table 3.6. Third Academic Degree (*Doktor* of science/*Doktor der Wissenschaften*) Awarded By Field of Study in 1988

Agriculture	*Doctor scientiae agriculturarum (Dr. sc. agr.)*
Law	*Doctor scientiae juris (Dr. sc. jur.)*
Medicine	*Doctor scientiae medicinae (Dr. sc. med.)*
Veterinary medicine	*Doctor scientiae medicinae veterinariae (Dr. sc. med. ve*
Military science	*Doctor scientiae militarium, (Dr. sc. mil.)*
Education	*Doctor scientiae paedagogicae (Dr. sc. paed.)*
Philosophy	*Doctor scientiae philosophiae (Dr. sc. phil.)*
Natural science	*Doctor scientiae naturalium (Dr. sc. nat.)*
Economics	*Doctor scientiae oeconomicae (Dr. sc. oec.)*
Political science	*Doctor scientiae politicarum (Dr. sc. pol.)*
Forestry	*Doctor scientiae silvaticarum (Dr. sc. silv.)*
Theology	*Doctor scientiae theologiae (Dr. sc. theol.)*
Technology	*Doctor scientiae technicarum (Dr. sc. techn.)*

private school, which was not recognized by the state, was recognized for admission to a religious college.

Higher Education Credentials

During registration, students' names were written on the matriculation list and they received an identification card *(Studentenausweis)* and a study book *(Studienbuch)*. As the student completed each examination or paper, the following were noted in the study book: the subject *(Lehrgebiet)*, type of examination or paper (intermediate [Z], final [A], main [H] examination, or paper [B]), grade *(Note)*, date *(Datum)*, and examiner's signature *(Unterschrift des Prüfenden Vorsitzenden der Prüfungskommission)*. The length of a program can be calculated using the dates of attendance provided in the study book. See sample pages of a study book in document 3.1. For a description of the common grading scale in the GDR, see Chapter I, "Grading Scale."

Sometimes students who left school before completing their studies were required to return their study book to the university. In this case, students could request from the university a list of the examinations they had passed and the grades they received. See a sample of this type of certificate in document 3.2.

University certificates were not printed centrally; thus, the format of certificates varied from one institution to another. Students who graduated with the first degree received both a "certificate of university leaving" *(Zeugnis über den Hochschulabschluss)* and a diploma. Students who left the university after completing all coursework but without completing the thesis received only the "certificate of university leaving"; they did not receive a diploma. The "certificate of university leaving" (see sample in document 3.3) showed the name of the university, the student's name, major subject, type of degree, thesis title, comprehensive grade *(Prädikat des Diploms)*, grades in individual examinations (which is also listed in the study book), any special studies completed or awards received, the *Rektor's* signature, the department chair's signature, and an official stamp. The official stamp, which should appear on all official university credentials, has a symbol of the GDR and the name of the school in it. The diploma (see sample in document 3.4) provided a summary of the information contained in the "certificate of university leaving." On request, some universities also issued the "certificate of university leaving" (also translated "certificate on university level qualification") in English (see sample in document 3.5).

Students who graduated with either the *Doktor* or the *Doktor* of science degree received only a diploma. Students who were required to take classes in addition to doing research did not receive a certificate or grades for these classes. The diploma, by law, had to contain the following information: name of the college or university, type of degree, name of the student, student's birthdate, subject of the student's dissertation, the date and place of issuance, the signatures of the rector and the dean of the faculty, and the official stamp of the university. Diplomas were issued by each university; thus, some variation in format existed from one institution to another. See sample of *Doktor-Ingenieur* degree in document 3.6.

Students should have the original copy of their educational documents. Since pre-1990 study plans were not readily available to students in all departments, copies of them may be difficult or impossible to obtain.

IV. ADULT EDUCATION

The primary purpose of adult education was to upgrade workers'qualifications, but courses for personal enrichment also were offered. Distance and evening studies existed in colleges and universities, vocational schools, some state-supported or social institutions, and political organizations. The adult education opportunities that existed in colleges, universities and vocational schools took the form of courses *(Kurse)*, programs *(Lehrgänge)*, or postgraduate studies *(postgraduale Studien)*. Approximately 1.8 million working people took part in adult education each year. Of these, approximately 10,000 attended classes to earn the maturity certificate (see Chapter II) and 50,000 attended foreign language classes. The number of students enrolled in college, university or vocational school programs increased from 6,619 in 1975 to 68,10(in 1989.

POSTGRADUATE STUDIES

The most formal of the continuing educational opportunities available in colleges, universities or vocational schools was the postgraduate studies *(postgraduale Studien)*. The number of students enrolled in postgraduate studies increased from approximately 7,000 in 1975 to over 8,000 in 1989.

Each of the approximately 200 postgraduate study programs was regulated by a formal study plan approved by the Ministry of Higher and Technical Education. Programs were available in the following general areas: mathematics and natural sciences, technical sciences, agriculture, economics, and philosophical-historical sciences and law. The study plan described the program's admission requirements, study duration, required classes, examinations or papers, and final certificate.

Usually the admission requirement was the first academic degree from a college or university, but in some cases a vocational school *(Fachschule, Ingenieurschule, pädagogische Schule, Institut für Lehrerbildung)* credential in a corresponding major was sufficient preparation for admission. Most students had at least one year of work experience and then were "delegated" by their employer to study in a postgraduate study program. Students also could apply on their own.

Many of the programs lasted four semesters, but programs lasting fewer semesters also existed. A sample course list for the postgraduate study program in microelectronics is provided in Table 4.1.

Graduates of postgraduate studies received a certificate *(Zeugnis)* and, as a rule, a document *(Urkunde)* showing a specialist title. See list of specialist titles received by graduates of postgraduate study programs in 1988 below. The specialist title was not equivalent to an academic degree from a college or university.

Table 4.1.Curriculum for Postgraduate Study Program in Microelectronics

Admission Requirement: Completion of a college or university program in electrical engineering, physics, chemistry, or mathematics or completion of a vocational school program in a natural science area.

Subject	Semester 1		Semester 2		Semester 3	
	Class	Self Study	Class	Self Study	Class	Self Study
Selected problems in Marxism-Leninism	18 B	18	-	-	-	-
Basics of physical material strength in electronic construction elements	40	40	6 A	6	-	-
Microelectronic technology	32	32	18 A	18	-	-
Basic technology	-	-	10	10	20 A	20
Construction elements & processing technology	10	10	16	16	14 A	14
Construction elements production principles	4	4	26	26	20 A	20
Control technology	20	20	20 A	20	-	-
Optical electronics/Sensors	8	8	12 A	12	-	-
Reliability of construction elements	12 B	12	-	-	-	-
Total	144	144	108	108	54	54
Free days	24 days		18 days		12 days	
Final paper					4 weeks	

A = *Abschlussprüfung* (Final examination)

B = *Beleg* (paper)

Specialist Titles Awarded to Graduates of Postgraduate Study Programs (1988)

Engineering specialist *(Fachingenieur)*
Chemical specialist *(Fachchemiker)*
Physics specialist *(Fachphysiker)*
Biology specialist *(Fachbiologe)*
Psychology specialist *(Fachpsychologe)*
Economy specialist *(Fachökonom)*
Veterinary medicine specialist *(Fachtierarzt)*
Chartered accounting specialist *(Wirtschaftsprüfer)*
Computer science specialist *(Fachinformator)*
Library specialist *(Fachbibliothekar)*

Adult Education Colleges

Adult education colleges *(Volkshochschulen)* have existed in the German educational system since the 1920s. In the GDR, adult education colleges were reopened in 1946 after the war. Between 1971 and 1986, over 4.5 million citizens attended general educational programs in the 220 adult education colleges that existed in the GDR.

Employed people usually attended adult education colleges to advance their general knowledge in languages or cultural, social, political or economic issues; but they also could complete requirements for the maturity certificate which was required for university entry. The curriculum and examination for the maturity certificate program was considered equivalent to that required in the extended general polytechnical secondary school (see Chapter II).

APPENDIX A. UNIVERSITY-LEVEL INSTITUTIONS

The following is a list of university-level institutions with addresses, dates they were founded, 1988 enrollments, and the higher degrees they awarded while the GDR was a separate country. If no higher degree is listed, then only the first degree was awarded at that institution. See Chapter III for an explanation of degree abbreviations. The institutions are listed under the ministry or government agency that supervised them and are grouped by type of institution.

Ministry of Education

(prior to 1990, the Ministry of Higher and Technical Education)

Universities

Ernst-Moritz-Arndt-Universität Greifswald, Domstrasse 11, 2200 Greifswald (f. 1456). Enrollment: 3,139 (98% in direct study). Degrees awarded: *Dr. med., Dr. sc. med., Dr. paed., Dr. sc. paed., Dr. phil., Dr. sc. phil., Dr. rer. nat., Dr. sc. nat., Dr. theol., Dr. sc. theol.*

Friedrich-Schiller-Universität Jena, Goetheallee 1, 6900 Jena (f. 1558). Enrollment: 5,188 (87% in direct study). Degrees awarded: *Dr. agr., Dr. sc. agr., Dr. jur., Dr. sc. jur., Dr. med., Dr. sc. med., Dr. paed., Dr. sc. paed., Dr. phil., Dr. sc. phil., Dr. rer. nat., Dr. sc. nat., Dr. oec., Dr. sc. oec., Dr. Ing., Dr. sc. techn., Dr. theol., Dr. sc. theol.*

Humboldt-Universität zu Berlin, Unter den Linden 6, 1086 Berlin (f. 1810). Enrollment: 18,049 (70% in direct study). Degrees awarded: *Dr. agr., Dr. sc. agr., Dr. jur., Dr. sc. jur., Dr. med., Dr. sc. med., Dr. med. vet., Dr. sc. med. vet., Dr. paed., Dr. sc. paed., Dr. phil., Dr. sc. phil., Dr. rer. nat., Dr. sc. nat., Dr. oec., Dr. sc. oec., Dr. rer. pol., Dr. Ing., Dr. sc. techn., Dr. theol, Dr. sc. theol.*

Karl-Marx-Universität Leipzig. See Universität Leipzig

Martin-Luther-Universität Halle-Wittenberg, Universitätsplatz 10, 4020 Halle (Universität Wittenberg which was founded in 1502 and Universität Halle which was founded in 1694 were later merged). Enrollment: 7,682 (90% in direct study). Degrees awarded: *Dr. agr., Dr. sc. agr., Dr. jur., Dr. sc. jur. Dr. med., Dr. sc. med., Dr. paed., Dr. sc. paed., Dr. phil., Dr. sc. phil., Dr. rer. nat., Dr. sc., nat., Dr. oec., Dr. sc. oec., Dr. theol., Dr. sc. theol.*

Universität Leipzig (previously Karl-Marx-Universität Leipzig), Karl-Marx-Platz 10, 7010 Leipzig (f. 1409). Enrollment: 11,359 (86% in direct study). Degrees awarded: *Dr. agr., Dr. sc. agr., Dr. jur., Dr. sc. jur., Dr. med., Dr. sc. med., Dr. med. vet., Dr. sc. med. vet., Dr. paed., Dr. sc. paed., Dr. phil., Dr. sc. phil., Dr. rer. nat., Dr. sc. nat., Dr. oec., Dr. sc. oec., Dr. rer. pol., Dr. sc. pol., Dr. theol., Dr. sc. theol.*

Universität Rostock (previously Wilhelm-Pieck-Universität Rostock), Universitätsplatz 1, Altes Palais, 2500 Rostock (f. 1419). Enrollment: 6,228 (87% in direct study). Degrees awarded: *Dr. agr., Dr. sc. agr., Dr. med., Dr. sc. med., Dr. paed., Dr. sc. paed., Dr. phil., Dr. sc. phil., Dr. rer. nat., Dr. sc. nat., Dr. oec., Dr. sc. oec., Dr. Ing., Dr. sc. techn., Dr. theol., Dr. sc. theol.*

Wilhelm-Pieck-Universität Rostock. See Universität Rostock.

Medical Academies

Medizinische Akademie «Carl Gustav Carus» Dresden (Carl Gustav Carus Medical Academy), Fetscherstrasse 74, 8019 Dresden (f. 1954). Enrollment: 775 (100% in direct study). Degrees awarded: *Dr. med., Dr. sc. med.*

Medizinische Akademie Erfurt (Erfurt Medical Academy), Nordhäuser Strasse 74, 5010 Erfurt (f. 1954). Enrollment: 618 (100% in direct study). Degrees awarded: *Dr. med., Dr. sc. med.*

Medizinische Akademie Magdeburg (Magdeburg Medical Academy), Leipziger Strasse 44, 3090 Magdeburg (f. 1954). Enrollment: 798 (100% in direct study). Degrees awarded: *Dr. med., Dr. sc. med.*

Technical Universities

Bergakademie Freiberg (Freiberg Mining Academy), Akademiestrasse 6, 9200 Freiberg (f. 1765, reopened 1946). Enrollment: 2,615 (90% in direct study). Degrees awarded: *Dr. phil., Dr. rer. nat., Dr. sc. nat., Dr. oec., Dr. sc. oec., Dr. Ing., Dr. sc. techn.*

Technische Universität Chemnitz (Technical University of Chemnitz), previously Technische Universitat Karl-Marx-Stadt, Strasse der Nationen 62, 9000 Chemnitz (predecessor institution f. 1953). Enrollment: 6,650 (93% in direct study). Degrees awarded: *Dr. paed., Dr. sc. paed., Dr. phil., Dr. sc. phil., Dr. rer. nat., Dr. sc. nat., Dr. oec., Dr. sc. oec., Dr. Ing., Dr. sc. techn.*

Technische Universität Dresden (Technical University of Dresden), Mommsenstrasse 13, 8027 Dresden (f. 1828 as technical institute, since 1961 a technical university). Enrollment: 13,540 (86% in direct study). Degrees awarded: *Dr. paed., Dr. sc. paed., Dr. phil., Dr. sc. phil., Dr. rer. nat., Dr. sc. nat., Dr. oec., Dr. sc. oec., Dr. Ing., Dr. sc. techn., Dr. rer. silv., Dr. sc. silv.*

Technische Universität «Otto von Guericke» Magdeburg (Otto von Guericke Technical University of Magdeburg), Boleslaw-Bierut-Platz 5, 3040 Magdeburg (predecessor institution f. 1953 as a technical college). Enrollment: 4,441 (87% in direct study). Degrees awarded: *Dr. paed., Dr. rer. nat., Dr. sc. nat., Dr. oec., Dr. sc. oec., Dr. Ing., Dr. sc. techn.*

Technical Colleges

Hochschule für Architektur und Bauwesen Weimar (College of Architecture and Building Construction in Weimar), previously Hochschule für Baukunst und Bildende Kunst in Weimar (College of Building Construction and Fine Arts in Weimar),

Geschwister-Scholl-Strasse 8, 5300 Weimar (predecessor institution f. 1860). Enrollment: 2,154 (99% in direct study). Degrees awarded: *Dr. rer. nat., Dr. Ing., Dr. sc. techn.*

Hochschule für Bauwesen Cottbus (College of Building Construction in Cottbus), formerly Technische Hochschule Cottbus (Technical College of Cottbus), Karl-Marx-Strasse 17, 7500 Cottbus (f. 1969 as an engineering college, later upgraded to a technical college). Enrollment: 1,544 (100% in direct study). Degree awarded: *Dr. Ing.*

Hochschule für Seefahrt Warnemünde-Wustrow (College for Navigational Science), Richard-Wagner-Strasse 31, 2530 Warnemünde (f. 1969, predecessor institution f. 1876, was an engineering college from 1969-1990 and a technical college since 1990). Enrollment: 855 (100% in direct study). Degree awarded: *Dr. Ing.*

Hochschule fur Verkehrswesen «Friedrich List» Dresden (Friedrich List College of Transport and Communications), Friedrich-List-Platz 1, 8010 Dresden (f. 1952). Enrollment: 3,460 (83% in direct study). Degrees awarded: *Dr. rer. nat., Dr. oec., Dr. sc. oec., Dr. Ing., Dr. sc. techn.*

Technische Hochschule «Carl Schorlemmer» Leuna-Merseburg (Carl Schorlemmer Technical College of Leuna-Merseberg), Otto-Nuschke-Strasse, 4200 Merseburg (f. 1954). Enrollment: 2,422 (90% in direct study). Degrees awarded: *Dr. rer. nat., Dr. sc. nat., Dr. oec., Dr. sc. oec., Dr. Ing., Dr. sc. techn.*

Technische Hochschule Ilmenau (Technical College of Ilmenau), Ehrenberg, Block G, 6300 Ilmenau (f. 1953). Enrollment: 2,371 (94% in direct study). Degrees awarded: *Dr. rer. nat., Dr. sc. nat., Dr. oec., Dr. Ing., Dr. sc. techn.*

Technische Hochschule Köthen (Technical College of Köthen), Bernburger Strasse 52-57, 4370 Köthen (predecessor institution f. 1891, was an engineering college from 1969-1990 and a technical college since 1990). Enrollment: 1,016 (98% in direct study). Degree awarded: *Dr. Ing.*

Technische Hochschule Leipzig (Technical College of Leipzig), Karl-Liebknecht-Strasse 132, 7030 Leipzig (f. 1977, predecessor institutions f. 1954 and 1969). Enrollment: 2,490 (90% in direct study). Degrees awarded: *Dr. rer. nat., Dr. oec., Dr. sc. oec., Dr. Ing., Dr. sc. techn.*

Technische Hochschule Wismar (Technical College of Wismar), Philipp-Muller-Strasse 2400 Wismar (f. 1908, was an engineering college from 1969-1988 and a technical college since 1988). Enrollment: 1,329 (100% in direct study). Degrees awarded: *Dr. oec., Dr. Ing., Dr. sc. techn.*

Technische Hochschule Zittau (Technical College of Zittau), Theodor-Körner-Allee 16, 8800 Zittau, (f. 1969 as an engineering college). Enrollment: 1,218 (94% in direct study). Degrees awarded: *Dr. oec., Dr. Ing., Dr. sc. techn.*

Technische Hochschule Zwickau (Technical College of Zwickau), Dr.-Friedrichs-Ring 2a, 9541 Zwickau (f. 1862, was an engineering college from 1969 until May 1989, and a technical college since then). Enrollment: 1,625 (85% in direct study). Degrees awarded: *Dr. oec., Dr. Ing., Dr. sc. techn.*

Engineering Colleges

Ingenieurhochschule Berlin, also Ingenieurhochschule Berlin-Lichtenberg (Berlin-Lichtenberg Engineering College), Marktstrasse 9-12, 1134 Berlin-Lichtenberg (f. 1988, academic program started in 1988-89 school year; a preparatory course for vocational workers to acquire the university maturity certificate was started in the 1987-88 school year [predecessor institution f. 1949]). Enrollment: 1,680 (100% in direct study).

Ingenieurhochschule Berlin-Wartenberg (Berlin-Wartenberg Engineering College), Blankenburger Pflasterweg 102, Postfach 56, 1120 Berlin-Wartenberg (f. 1969). Enrollment: 740 (94% in direct study). Degree awarded: *Dr. Ing.*

Ingenieurhochschule Cottbus (Cottbus Engineering College). See Technische Hochschule Cottbus.

Ingenieurhochschule Dresden (Dresden Engineering College), Hans-Grundigstrasse 25, 8019 Dresden. Merged with Technische Universität Dresden in 1986.

Ingenieurhochschule Köthen (Köthen Engineering College). See Technische Hochschule Köthen.

Ingenieurhochschule Mittweida (Mittweida Engineering College), Platz der Deutsch-Sowjetischen Freundschaft 17, 9250 Mittweida (f. 1969, predecessor institution f. 1867). Enrollment: 594 (100% in direct study). Degree awarded: *Dr. Ing.*

Ingenieurhochschule für Seefahrt Warnemünde/Wustrow (Warnemünde/Wustrow Engineering College for Navigational Science). See Hochschule für Seefahrt Warnemünde-Wustrow.

Ingenieurhochschule Wismar (Wismar Engineering College). See Technische Hochschule Wismar.

Ingenieurhochschule Zittau (Zittau Engineering College). See Technische Hochschule Zittau.

Ingenieurhochschule Zwickau (Zwickau Engineering College). See Technische Hochschule Zwickau.

Commerce and Law Colleges for a Planned Economy

Handelshochschule Leipzig (Leipzig College of Commerce), Markgrafenstrasse 2, 7010 Leipzig (f. 1969). Enrollment: 1,482 (75% in direct study). Degrees awarded: *Dr. oec., Dr. sc. oec.*

Hochschule für ökonomie «Bruno Leuschner» Berlin (Bruno Leuschner College of Economics in Berlin), Hermann-Duncker-Strasse 8, 1157 Berlin-Karshorst (f. 1950). Enrollment: 3,645 (69% in direct study). Degrees awarded: *Dr. jur., Dr. oec., Dr. sc. oec.*

Hochschule für Recht und Verwaltung (College of Law and Administration), previously Akademie für Staats- und Rechtswissenschaften der DDR Potsdam-Babelsberg (Academy of Political Science and Law of the GDR in Potsdam-Babelsberg), August-Bebel-Strasse 89, 1502 Potsdam-Babelsberg (f. 1948 under control of Ministry of Foreign Affairs, name changed to current one and control transferred to Ministry of Education in 1989).

Enrollment: 1,777 (6% in direct study). Degrees awarded: *Dr. jur., Dr. sc. jur., Dr. rer. pol., Dr. sc. pol.*

Ministry of Agriculture, Forestry and Food Technology

Hochschule für Landwirtschaft und Nahrungsgüterwirtschaft Bernburg (Bernburg College of Agriculture and Food Technology), Mitschurinstrasse 28, 4351 Bernburg (f. 1954, achieved college status in 1961). Enrollment: 442 (80% in direct study). Degrees awarded: *Dr. agr., Dr. sc. agr.*

Hochschule für Landwirtschaftliche Produktionsgenossenschaften Meissen (Meissen College for Agricultural Cooperatives), Freiheit 13, 8250 Meissen (f. 1953). Enrollment: 298 (31% in direct study). Degrees awarded: *Dr. agr., Dr. sc. agr.*

Ministry of Education

(never part of a different ministry)

Pädagogische Hochschule «Clara Zetkin» Leipzig (Clara Zetkin Pedagogical College in Leipzig), Karl-Heine-Strasse 226, 7031 Leipzig (f. 1953). Enrollment: 1,344 (84% in direct study). Degrees awarded: *Dr. paed., Dr. sc. paed., Dr. phil.*

Pädagogische Hochschule «Edwin Hoernle» Neubrandenburg (Edwin Hoernle Pedagogical College in Neubrandenburg), Brodaer Strasse 2, 2000 Neubrandenburg (f. 1989).

Pädagogische Hochschule «Erich Weinert» Magdeburg (Erich Weinert Pedagogical College in Magdeburg), Brandenburger Strasse 9, 3040 Magdeburg (f. 1951/1962, given college status in 1972). Enrollment: 1,436 (83% in direct study). Degrees awarded: *Dr. paed., Dr. sc. paed., Dr. phil.*

Pädagogische Hochschule «Ernst Schneller» Zwickau (Ernst Schneller Pedagogical College in Zwickau), Scheffelstrasse 39, 9500 Zwickau (f. 1965, changed name in 1969, given college status 1973). Enrollment: 1,264 (100% in direct study). Degrees awarded: *Dr. paed., Dr. sc. paed., Dr. phil.*

Pädagogische Hochschule Halle/Köthen (Pedagogical College in Halle/Köthen), previously Pädagogische Hochschule «Nadeshda Konstantinowna Krupskaja» Halle/Köthen, Kröllwitzer Strasse 44, 4020 Halle (f. 1988 through the combination of the former Pädagogische Hochschule «N. K. Krupskaja» Halle and Pädagogische Hochschule «Wolfgang Ratke», which were founded in 1953 and 1950/1963, respectively; name changed to current one in 1990). Enrollment: 1,363 (97% in direct study). Degrees awarded: *Dr. paed., Dr. rer. nat.*

Pädagogische Hochschule «Karl Friedrich Wilhelm Wander» Dresden (Karl Friedrich Wilhelm Wander Pedagogical College in Dresden), Wigardstrasse 17, 8060 Dresden (f. 1952, given college status in 1967). Enrollment: 2,265 (99% in direct study). Degrees awarded: *Dr. paed., Dr. sc. paed., Dr. phil., Dr. sc. phil., Dr. rer. nat.*

Pädagogische Hochschule «Karl Liebknecht» Potsdam (Karl Liebknecht Pedagogical College in Potsdam), Am Neuen Palais, 1500 Potsdam (f. 1948, renamed in 1951). Enrollment: 2,558

(96% in direct study). Degrees awarded: *Dr. paed., Dr. sc. paed., Dr. phil., Dr. sc. phil., Dr. rer. nat., Dr. sc. nat.*

Pädagogische Hochschule «Liselotte Herrmann» Güstrow (Liselotte Herrmann Pedagogical College in Güstrow, Goldberger Strasse 12, 2600 Güstrow (f. 1953). Enrollment: 1,117 (100% in direct study). Degrees awarded: *Dr. paed., Dr. sc. paed., Dr. phil., Dr. rer. nat.*

Pädagogische Hochschule «Dr. Theodor Neubauer» Erfurt/Mühlhausen (Dr. Theodor Neubauer Pedagogical College in Erfurt/Mühlhausen, Nordhauser Strasse 63, 5010 Erfurt (f. 1953/1969). Enrollment: 2,204 (97% in direct study). Degrees awarded: *Dr. paed., Dr. sc. paed., Dr. phil., Dr. rer. nat., Dr. sc. nat.*

Pädagogische Hochschule «Wolfgang Ratke». See Pädagogische Hochschule Halle/Köthen.

Ministry of Culture

Hochschule für Bildende Künste Dresden (Dresden College of Fine Arts), Guntzstrasse 34, 8019 Dresden (f. 1764, reopened 1947). Enrollment: 130 (100% in direct study).

Hochschule für Film und Fernsehen der DDR «Konrad Wolf» Potsdam-Babelsberg (Konrad Wolf College of Film and Television in the GDR), Karl-Marx Strasse 27, 1502 Potsdam-Balelsberg (f. 1954). Enrollment: 128 (100% in direct study).

Hochschule für Grafik und Buchkunst Leipzig (Leipzig College of Graphic Arts and Book Design), Dimitroffstrasse 11, 7010 Leipzig (f. 1764, reopened in 1947). Enrollment: 105 (97% in direct study).

Hochschule für industrielle Formgestaltung Halle/Burg Giebichenstein (College of Industrial Design in Halle/Burg Giebichenstein), Neuwerk 7, 4020 Halle (f. 1945, predecessor institution f. 1945, has had college status since 1958). Enrollment: 395 (88% in direct study).

Hochschule für Musik «Carl Maria von Weber» Dresden (Carl Maria von Weber College of Music in Dresden), Blochmannstrasse 2-4, 8010 Dresden (f. 1952, predecessor institution f. 1856). Enrollment: 559 (66% in direct study).

Hochschule für Musik «Felix Mendelssohn Bartholdy» Leipzig (Felix Mendelssohn Bartholdy College of Music in Leipzig), Grassistrasse 8, 7010 Leipzig (f. 1843, reopened 1946). Enrollment: 525 (82% in direct study.

Hochschule für Musik «Franz Liszt» Weimar (Franz Liszt College of Music in Weimar), Platz der Demokratie 2/3, 5300 Weimar (f. 1956). Enrollment: 738 (83% in direct study).

Hochschule für Musik «Hanns Eisler» Berlin (Hanns Eisler College of Music in Berlin), Otto Grotewohl-Strasse 19, 1080 Berlin (f. 1950). Enrollment: 866 (77% in direct study).

Hochschule für Schauspielkunst «Ernst Busch» Berlin (Ernst Busch College of Performing Arts in Berlin), Schnellerstrasse 104, 1190. Berlin-Niederschoneweide (f. 1981, predecessor institution f. 1951). Enrollment: 196 (100% in direct study).

Institut für Literatur «Johannes R. Becher» Leipzig (Johannes R. Becher Institute of Literature in Leipzig), Karl-Tauchnitz-Strasse 8, 7010 Leipzig (f. 1955, since 1958 has had the status of a fine arts college). Enrollment: 56 (34% in direct study).

Kunsthochschule Berlin (Berlin College of Fine and Applied Arts), Strasse 203, Nr. 20, 1120 Berlin-Weissensee (f. 1947, current name since 1969). Enrollment: 217 (100% in direct study).

Theaterhochschule «Hans Otto» Leipzig (Hans Otto College of Theater Arts in Leipzig), Schwägrichenstrasse 3, 7010 Leipzig (f. 1953, predecessor institution f. 1947). Enrollment: 168 (73% in direct study).

State Secretariat for Physical Education

Deutsche Hochschule für Korperkültur Leipzig (German College of Physical Education in Leipzig), Friedrich-Ludwig-Jahn-Allee 19, 7010 Leipzig (f.1950). Enrollment: 1,688 (85% in direct study). Degrees awarded: *Dr. paed., Dr. sc. paed.*

Central Committee of the SED

Akademie für Gesellschaftswissenschaften (Academy of Social Sciences), Johannes-Dieckmann-Strasse 19/23, 1080 Berlin. Degrees awarded: *Dr. phil., Dr. sc. phil, Dr. oec., Dr. sc. oec., Dr. rer. pol., Dr. sc. pol.* Closed in 1990.

Akademie der Landwirtschaftswissenschaften der DDR (GDR Academy of Agricultural Sciences), Krausenstrasse 38/39, 1080 Berlin. Degrees awarded: *Dr. agr., Dr. sc. agr., Dr. med. vet., Dr. sc. med. vet., Dr. rer. nat., Dr. sc. nat., Dr. rer. silv., Dr. sc. silv.* Transferred to Ministry of Agriculture control in 1990.

Akademie der pädagogischen Wissenschaften (Academy of Educational Sciences), Otto-Grotewohl-Strasse 11, 1086 Berlin. Degrees awarded: *Dr. paed, Dr. sc. paed.* Transferred to Ministry of Education control in 1990.

Akademie der Wissenschaften (Academy of Science), Otto-Nuschke-Strasse 22/23, 1086 Berlin. Degrees awarded: *Dr. jur., Dr. sc. jur., Dr. med., Dr. sc. med., Dr. phil., Dr. sc. phil, Dr. rer. nat., Dr. sc. nat., Dr. oec., Dr. sc. oec., Dr. rer. pol., Dr. sc. pol., Dr. Ing., Dr. sc. techn.*

Forschungsinstitut für Körperkultur und Sport (Research Institute for Physical Education and Sports), Friedrich-Luchwig-Jahn-Allee 49, 7010 Leipzig. Degree awarded: *Dr. paed.*

Institut für Geschichte der Arbeiterbewegung (Institute for History of the Workers' Movement), previously Institut für Marxismus-Leninismus (Institute of Marxism-Leninism), Wilhelm-Pieck-Strasse 1, 1054 Berlin. Degrees awarded: *Dr. phil., Dr. sc. phil.* No authority to award degrees after 1990.

Institut für Internationale Politik und Wirtschaft (Institute of International Politics and Economics), Breite Strasse, 1020 Berlin. Degrees awarded: *Dr. oec., Dr. sc. oec., Dr. rer. pol., Dr. sc. pol.* No authority to award degrees after 1990.

Institut für Unternehmensführung (Institute for Enterprise Management), previously Zentralinstitut für sozialistische Wirtschaftsführung (Central Institute for Socialistic Economic Leadership), Fürstenwalder Damm 880, 1166 Berlin. Degrees awarded: *Dr. oec., Dr. sc. oec.* No authority to award degrees after 1990.

Parteihochschule «Karl Marx» beim ZK der SED (Party College of Karl Marx of the Central Committee of the SED), Am köllnischen Park 6-7, 1020 Berlin. Degrees awarded: *Dr. phil., Dr. sc. phil., Dr. oec., Dr. sc. oec., Dr. rer. pol., Dr. sc. pol.* Closed in 1990.

Zentralinstitut für Hochschulbildung (Central Institute for Higher Education), Aristotelessteig 4, 1157 Berlin. Degrees awarded: *Dr. paed., Dr. oec.* No authority to award degrees after 1990.

Free German Trade Union Association

Gewerkschaftshochschule «Fritz Heckert» beim Bundesvorstand des FDGB (Fritz Heckert Workers' College of the Federal Board of Directors of the Free German Workers' Union), Fritz-Heckert-Strasse 1, 1280 Bernau. Degrees awarded: *Dr. phil., Dr. sc. phil., Dr. oec., Dr. sc.* oec. No authority to award degrees after 1990.

Ministry of Health

Akademie für ärztliche Fortbildung (Academy for Medical Continuing Education), Nöldnerstrasse 34136, 1130 Berlin. Degrees awarded: *Dr. med., Dr. sc. med.* No authority to award degrees after January, 1991.

Ministry of the Economy

Bauakademie der DDR (Construction Academy of the GDR), Plauener Strasse 163, Berlin 1092. Degrees awarded: *Dr. oec., Dr. sc. oec., Dr. Ing., Dr. sc. techn.* No authority to award degrees after 1990.

Ministry of Defense

Militärakademie «Friedrich Engels» Dresden (Friedrich Engels Military Academy in Dresden), PSF 26301, 8050 Dresden. Degrees awarded: *Dr. rer. mil., Dr. sc. mil., Dr. phil., Dr. sc. phil., Dr. oec., Dr. rer. pol., Dr. sc. pol., Dr. Ing., Dr. sc. techn.*

Militärgeschichtliches Institut der DDR, also known as Deutsches Institut für Militärgeschichte Potsdam (German Institute for Military History in Potsdam). PSF 16139, 7500 Potsdam. Degrees awarded: *Dr. phil., Dr. sc. phil.*

Militärmedizinische Akademie Bad Saarow (Bad Saarow Military Medical Academy), PSF 65953, 1242 Bad Saarow/Pieskow. Degrees awarded: *Dr. med., Dr. sc. med.* No authority to award degrees after 1990.

Militärpolitische Hochschule «Wilhelm Pieck» Berlin-Grünau (Wilhelm Pieck Military Political Science College in Berlin-Grünau), PSF 70974, 1180 Berlin. Degree awarded: *Dr. phil.* No authority to award degrees after 1989.

Offiziershochschule der Grenztruppen der DDR (GDR Officers' College of the Border Patrol), PSF 79292, 9900 Plauen.

Offiziershochschule der Landstreitkräfte (Officers' College of Ground Forces), PSF 35802, 8700 Lobau.

Offiziershochschule der Luftstreitkräfte/Luftverteidigung (Officers' College of Ground Forces/Air Defense), PSF 35879, 8290 Kamenz.

Offiziershochschule «Otto Winzer» (Otto Winzer Officers' College), PSF 77008, 2352 Prora.

Offiziershochschule der Volksmarine «Karl Liebknecht» (Karl Liebknecht Officers' College of the People's Navy), PSF 16119, 2300 Stralsund.

Ministry of the Interior

Hochschule der Deutschen Volkspolizei (College of the German People's Police), also known as Hochschule der Volkspolizei, Albert-Norden-Strasse 92, 1141 Berlin. Degrees awarded: *Dr. rer. pol., Dr. sc. pol.*

Ministry of State Security

Juristische Hochschule Potsdam (Potsdam College of Law), 1500 Potsdam. Degrees awarded: *Dr. jur., Dr. sc. jur.* Closed in December 1989.

Customs Administration

Institut für Zollverwaltung der DDR «Heinrich Rau» (Heinrich Rau Institute of the Customs Administration), PSF 600, 1501 Plötzin/Ortsteil Plessow.

Religious Colleges

(existed prior to 1990, but only recognized by the government since 1990)

Katechetisches Oberseminar der Evangelischen Kirche der Kirchenprovinz Sachsen (Catechetical Higher Seminar of the Evangelical Church in the Church Province of Sachsen), also known as Kirchliche Hochschule Naumburg (Church College in Naumburg), Domplatz 8, 4800 Naumburg. Degrees awarded: *Dr. theol., Dr. theol. habil.*

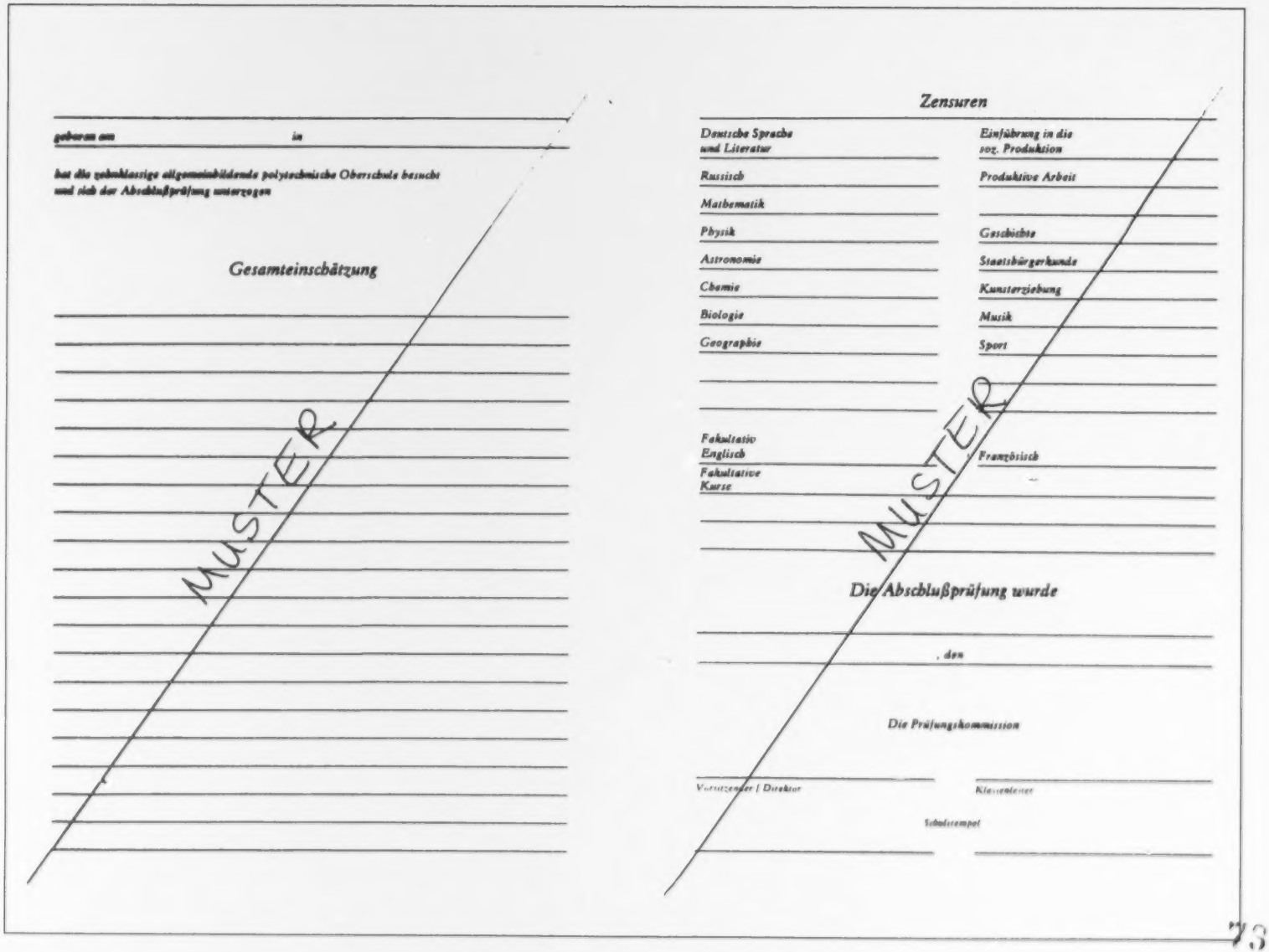
Kirchliche Hochschule Berlin-Brandenburg (Church College in Berlin-Brandenburg), previously Sprachenkonvikt der Evangelischen Kirchen in Berlin-Brandenburg, Borsigstrasse 5, 1040 Berlin. Degrees awarded: *Dr. theol., Dr. theol. habil.*

Philosophisch-Theologisches Studium im Priesterseminar Erfurt (Philosophical-Theological Study for the Catholic Priesthood in Erfurt), 5010 Erfurt. Degrees awarded: *Dr. theol., Dr. theol. habil.*

Theologisches Seminar Leipzig (Theological Seminar in Leipzig), Paul-List-Strasse 17, 7010 Leipzig. Degrees awarded: *Dr. theol., Dr. theol. habil.*

APPENDIX B. SAMPLE DOCUMENTS

2.1a. Leaving Certificate of the Ten-Year School, front and back



geboren am in

hat die zehnklassige allgemeinbildende polytechnische Oberschule besucht und sich der Abschlußprüfung unterzogen

Gesamteinschätzung

MUSTER

Zensuren

Deutsche Sprache und Literatur	Einführung in die sozialistische Produktion
Russisch	Produktive Arbeit
Mathematik	
Physik	Geschichte
Astronomie	Staatsbürgerkunde
Chemie	Kunsterziehung
Biologie	Musik
Geographie	Sport
Fakultativ Englisch	Französisch
Fakultative Kurse	

MUSTER

Die Abschlußprüfung wurde

, den

Die Prüfungskommission

Vorsitzender / Direktor Klassenleiter

Schulstempel

2.1b. Leaving Certificate, pages 2 and 3

BEST COPY AVAILABLE

DEUTSCHE DEMOKRATISCHE REPUBLIK

Zehnklassige allgemeinbildende polytechnische Oberschule

ZEUGNIS

geb. am _____ Klasse _____

1. Halbjahr 19 / Schuljahr 19 / *

Gesamteinschätzung

SAMPLE MUSTER

Betragen _____ Ordnung _____

Fleiß _____ Mitarbeit _____

Versetzungsvermerk _____

* Zutreffendes unterstreichen

ZENSUREN

Deutsche Sprache und Literatur	Werkunterricht
Literatur	Einführung in die sozialist. Produktion
Muttersprache	Techn. Zeichnen
Mündlicher und schriftl. Ausdruck	Produktive Arbeit
Grammatik/ Orthographie	
Russisch nach jähriger Unterricht	Geschichte
	Staatsbürgerkunde
Mathematik	Kunsterziehung
Physik	Musik
Astronomie	Sport
Chemie	
Biologie	fakultativ Nadelarbeit
Geographie	Englisch nach jähriger Unterricht
	Französisch nach jähriger Unterricht

MUSTER SAMPLE

Versäumnisse: Tage entschuldigt, Tage unentschuldigt

, den

Direktor Schulstempel Klassenleiter

Kenntnis genommen: Erziehungsberechtigte

Bestell-Nr. 981 50 Zeugnis der Oberschule 5. 10. Klasse VV Sprenberg Ag 310/89/DDR/3241 I/21/3

74 BEST COPY AVAILABLE 75

2.3a. Maturity Certificate from an Extended General School, front and back

MUSTER
Bedeutung der Zensuren:
1 = sehr gut, 2 = gut, 3 = befriedigend, 4 = genügend, 5 = ungenügend
Bestell-Nr. 9831 – VV Spremberg – Reifezeugnis
Ag 310/88/DDR/462 267357 V77

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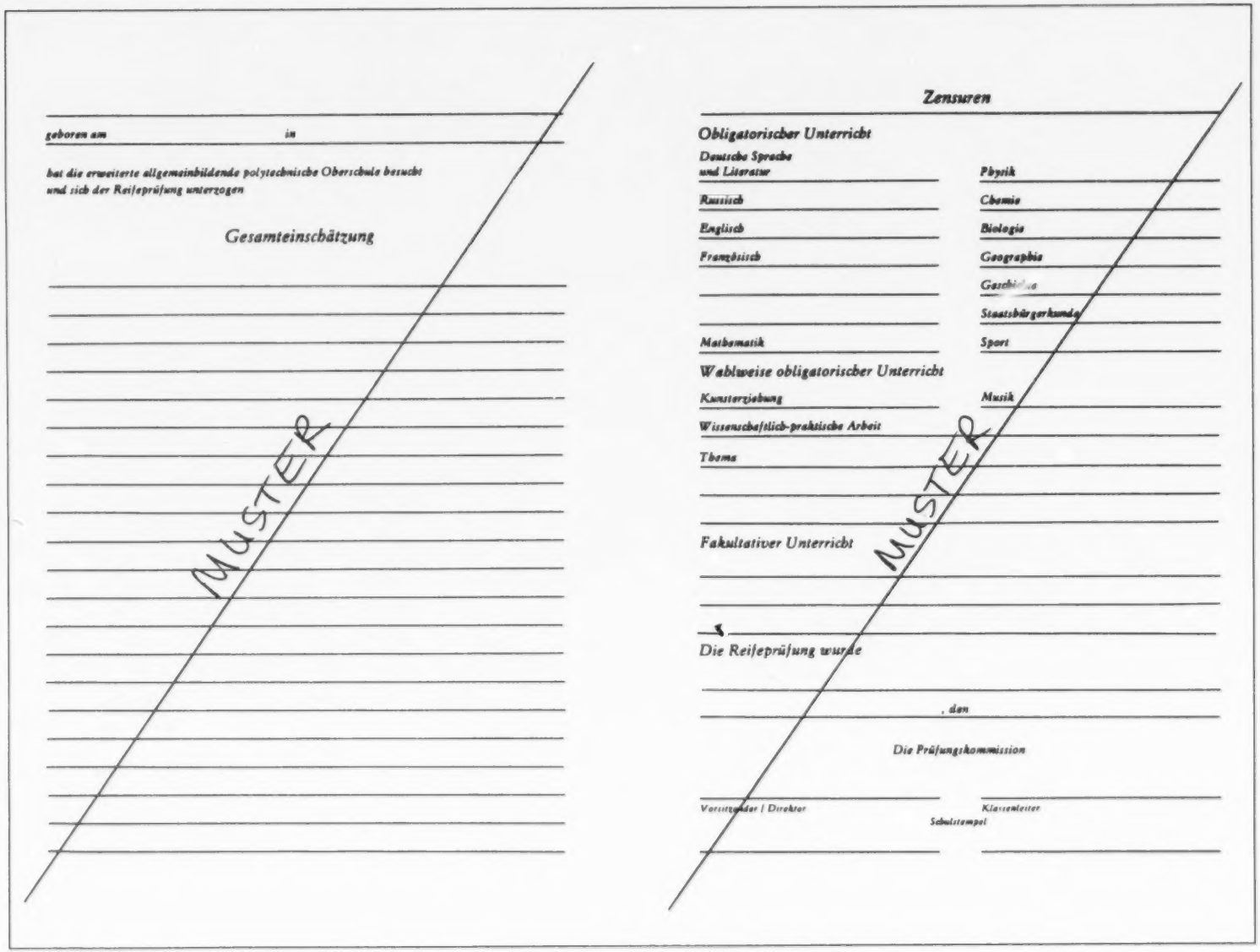
2.3b. Extended General School Maturity Certificate, pages 2 and 3



geboren am in

hat die erweiterte allgemeinbildende polytechnische Oberschule besucht und sich der Reifeprüfung unterzogen

Gesamteinschätzung

MUSTER

Zensuren

Obligatorischer Unterricht

Deutsche Sprache und Literatur	Physik
Russisch	Chemie
Englisch	Biologie
Französisch	Geographie
	Geschichte
	Staatsbürgerkunde
Mathematik	Sport

Wahlweise obligatorischer Unterricht

Kunsterziehung	Musik
Wissenschaftlich-praktische Arbeit	
Thema	

Fakultativer Unterricht

MUSTER

Die Reifeprüfung wurde

, den

Die Prüfungskommission

Vorsitzender / Direktor Klassenleiter

Schulstempel

BEST COPY AVAILABLE

2.4a. Certificate from an Extended General School, front and back

80

DEUTSCHE DEMOKRATISCHE REPUBLIK
ERWEITERTE OBERSCHULE

Name der Schule

Ort

ZEUGNIS

Schuljahr 19____

MUSTER

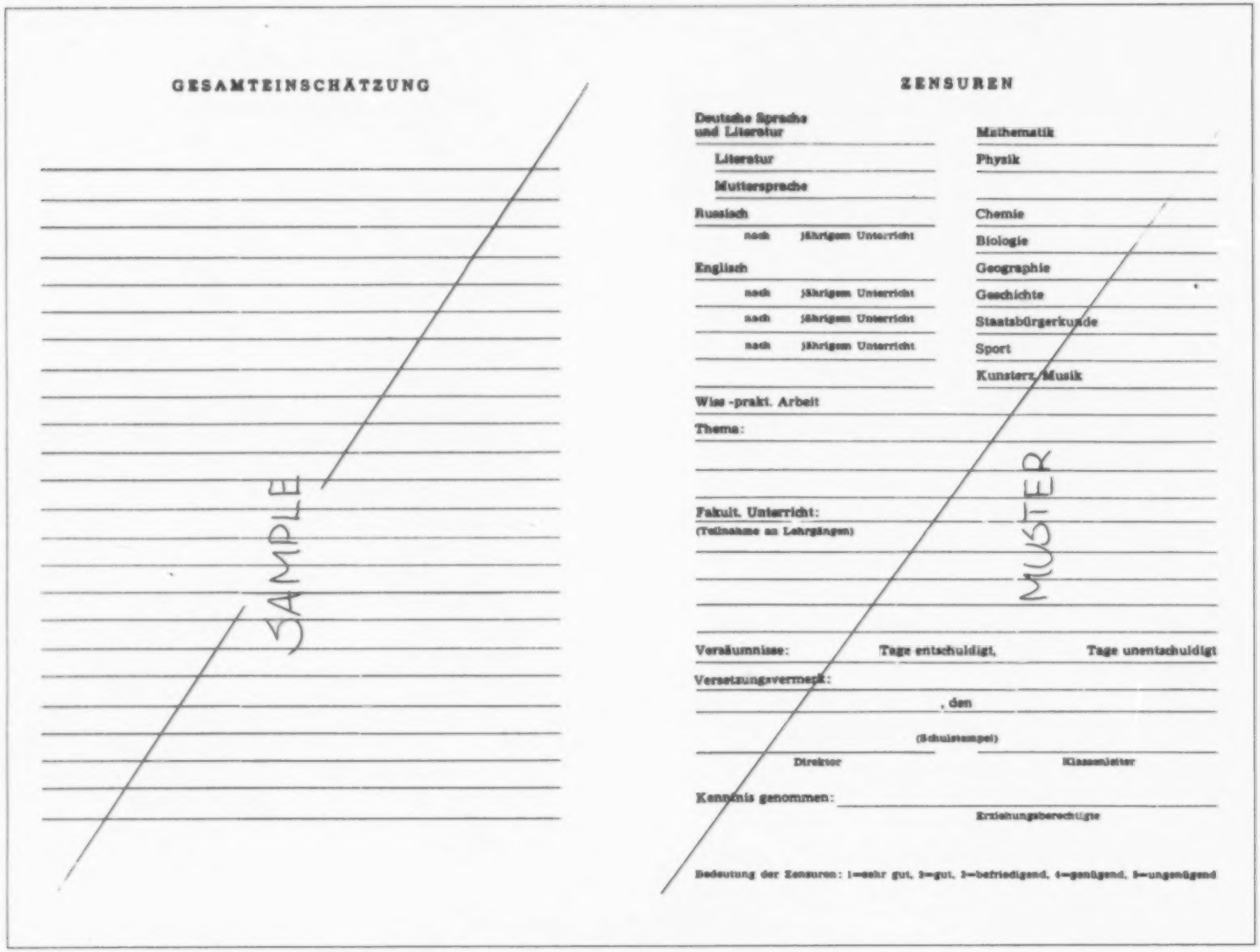
für

geboren am in

Klasse

81

2.4b. Extended General School Certificate, pages 2 and 3



GESAMTEINSCHÄTZUNG

SAMPLE

ZENSUREN

Deutsche Sprache und Literatur

Literatur

Muttersprache

Russisch

nach jährigem Unterricht

Englisch

nach jährigem Unterricht

nach jährigem Unterricht

nach jährigem Unterricht

Mathematik

Physik

Chemie

Biologie

Geographie

Geschichte

Staatsbürgerkunde

Sport

Kunsterz. Musik

Wiss.-prakt. Arbeit

Thema:

Fakult. Unterricht:

(Teilnahme an Lehrgängen)

MUSTER

Versäumnisse: Tage entschuldigt, Tage unentschuldigt

Versetzungsvermerk:

, den

(Schulstempel)

Direktor

Klassenleiter

Kenntnis genommen:

Erziehungsberechtigte

Bedeutung der Zensuren: 1=sehr gut, 2=gut, 3=befriedigend, 4=genügend, 5=ungenügend

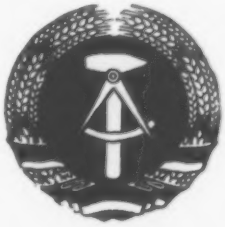
MEDIZINISCHE FACHSCHULE

Zeugnis

über den Fachschulabschluß

in der Fachrichtung Krankenpflege

Muster



2.5a. Certificate of Vocational School Leaving in Nursing, front page

geb. am in

hat in der Fachrichtung **Krankenpflege** studiert,

den Fachschulabschluß mit dem Gesamtprädikat

erworben und ist berechtigt, die Berufsbezeichnung

Krankenschwester/Krankenpfleger

zu führen.

Es wurden folgende Leistungen nachgewiesen:

I. Komplexe praktische Abschlußprüfung
- **Krankenpflege** -

II. Abschlußprüfungen und Belege

Grundlagen des Marxismus-Leninismus

Sport

Deutsch

Russisch

Medizinischer Schutz der Bevölkerung

Erste Hilfe

Anatomie

Physiologie

Grundlagen der medizinischen Biochemie

Hygiene

Grundlagen der Diätetik

Grundlagen der Arzneimittellehre

Grundlagen der Medizintechnik

Leitung, Organisation und Ökonomie im Gesundheitswesen

Allgemeine Krankheitslehre

Innere Medizin

Chirurgie/Orthopädie/Urologie/Anästhesiologie

Gynäkologie und Geburtshilfe

Infektionslehre/Mikrobiologie

Psychiatrie und Neurologie

Hals-Nasen-Ohrenheilkunde

Augenheilkunde

Dermatologie und Venerologie

Psychologie für Krankenschwestern

Kulturelle Betreuung des kranken Menschen

Krankenpflege

MUSTER

MUSTER

. den

Der Direktor

Der Abteilungsleiter

2.5b. Certificate of Vocational School Leaving in Nursing, pages 2 and 3

DEUTSCHE DEMOKRATISCHE REPUBLIK
MARTIN-LUTHER-UNIVERSITÄT
HALLE-WITTENBERG
ARBEITER-UND-BAUERN-FAKULTÄT
»WALTER ULBRICHT«
INSTITUT ZUR VORBEREITUNG
AUF DAS AUSLANDSSTUDIUM

MUSTER

geb. am 14.04.1962 in Ueckermünde

hat die Arbeiter-und-Bauern-Fakultät

vom 01.09.1979 bis zum 31.08.1980 besucht

und hat an der Reifeprüfung teilgenommen.

REIFEZEUGNIS

MUSTER

2.6a. Maturity Certificate from Martin Luther University, Worker's and Farmer's Faculty, Institute of Foreign Study, pages 1 and 2

ZENSUREN:

Deutsche Sprache und Literatur	1	Geschichte	1
		Geographie	1
Fremdsprache		Kunsterziehung	1
Polnisch nach 1 jährigem Unterricht	1	Musik	-
Staatsbürgerkunde	1	Körpererziehung	3
Mathematik	1		
Physik	1		
Chemie	1		
Biologie	-		

Die Reifeprüfung wurde

mit Auszeichnung

bestanden

Bemerkungen

MUSTER

Die Prüfungskommission hat
DAS ZEUGNIS DER REIFE ZUERKANNT.

Halle, den 28. Juni 1980

Direktor

Gruppendirigent

2.6b. Maturity Certificate from Martin Luther University, page 3

MINISTERRAT DER DEUTSCHEN DEMOKRATISCHEN REPUBLIK
MINISTERIUM FÜR HOCH- UND FACHSCHULWESEN

ZEUGNIS

über die

Abschlußprüfung

am Herder-Institut der Karl-Marx-Universität Leipzig

MUSTER

Herr/Frau/Fräulein [redacted], [redacted]

aus Sozialistisches Äthiopien

geb. 25. Juni 1959

hat vom 12. Oktober 1979 bis 5. Juli 1980

an der Vorbereitung auf das Hochschulstudium / Fachschulstudium für die medizinisch-landwirtschaftliche Disziplin

teilgenommen und die Prüfung mit dem Prädikat

"g u t"

bestanden.

Er/Sie wird an die Karl-Marx-Universität Leipzig

überwiesen.

Leipzig, am 5. Juli 1980

Ei./ M 21

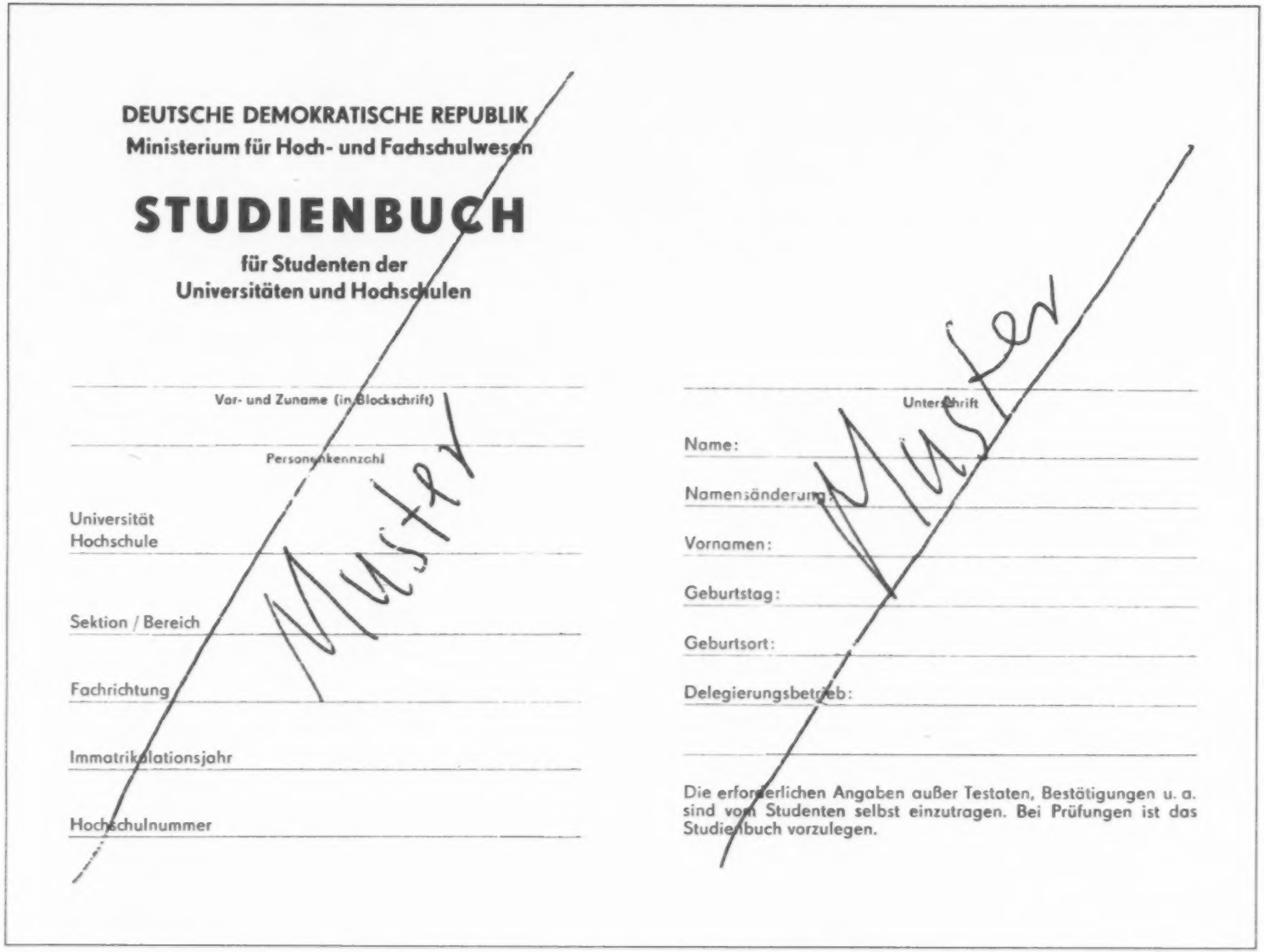
Die Mitglieder der Prüfungskommission

Der Direktor

Prof. Dr. Joh. Rößler

2.7. Preparatory Course Certificate for Foreign Students

3.1a. Study Book, cover and inside cover



DEUTSCHE DEMOKRATISCHE REPUBLIK
Ministerium für Hoch- und Fachschulwesen

STUDIENBUCH

für Studenten der
Universitäten und Hochschulen

Muster

Vor- und Zuname (in Blockschrift)

Personenkennzahl

Universität
Hochschule

Sektion / Bereich

Fachrichtung

Immatrikulationsjahr

Hochschulnummer

Muster

Unterschrift

Name:

Namensänderung:

Vornamen:

Geburtstag:

Geburtsort:

Delegierungsbetrieb:

Die erforderlichen Angaben außer Testaten, Bestätigungen u. a. sind vom Studenten selbst einzutragen. Bei Prüfungen ist das Studienbuch vorzulegen.

... Studienjahr Herbstsemester 19

Prüfungen und Belege

Lehrgebiet	Z A H B	Note	Datum	Unterschrift des Prüfenden Vorsitzenden der Prüfungskommission

Muster

Die Richtigkeit der Eintragungen wird bescheinigt:

Datum Unterschrift Stempel

Z = Zwischenprüfung H = Hauptprüfung
A = Abschlußprüfung B = Beleg

1

... Studienjahr / Frühjahrssemester 19

Prüfungen und Belege

Lehrgebiet	Z A H B	Note	Datum	Unterschrift des Prüfenden Vorsitzenden der Prüfungskommission

Muster

Die Richtigkeit der Eintragungen wird bescheinigt;

Datum Unterschrift / Stempel

Z = Zwischenprüfung H = Hauptprüfung
A = Abschlußprüfung B = Beleg

2

KARL-MARX-UNIVERSITÄT

BEREICH MEDIZIN
STUDIENABTEILUNG

KMU, Bereich Medizin, Studienabteilung
701 Leipzig, Liebigstraße 27

Ihre Zeichen | Ihre Nachricht vom | Unsere Zeichen | Datum

2.Nov.1984

Betrifft **B e s c h e i n i g u n g**

Wir bestätigen Frau [redacted], geb. am 25. Juni 1959 in Asmara, daß sie folgende Prüfungen absolviert hat:

Vorphysikum

Biologie	genügend	(4)
Chemie	gut	(2)
Physik/Biophysik	befriedigend	(3)
Dialekt.u.historischer Materialismus	gut	(2)

Physikum

Anatomie	befriedigend	(3)
Biochemie	genügend	(4)
Physiologie	genügend	(4)
Latein	befriedigend	(3)

MR Prof.Dr.sc.med.Krieghoff
Dir. f. Weiterbildung und Ausbildung

Tel.: 7 10 70
IBB Leipzig, Konto-Nr. 9021-09-137 151 – Postscheckkonto Leipzig, Nr. 100 35
Fernschreiber der Karl-Marx-Universität Nr. 411 300

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3.2. Certificate Showing Examinations Passed by a Student Who Left Karl Marx University Before Completing Studies

HUMBOLDT-UNIVERSITÄT ZU BERLIN

ZEUGNIS

ÜBER DEN HOCHSCHULABSCHLUSS

_____

geboren am _____ in _____

hat in der Fachrichtung

Pflanzenproduktion

studiert,

den Hochschulabschluß mit dem Gesamtprädikat

_____

erworben und ist berechtigt, die Berufsbezeichnung

DIPLOM-AGRARINGENIEUR

zu führen.

3.3a. Certificate of University Leaving, cover

Es wurden folgende Leistungen nachgewiesen:

I. Diplom

Thema der Diplomarbeit

Prädikat des Diploms

II. Hauptprüfungen

Marxismus-Leninismus

Industriemäßige Pflanzenproduktion

Agrarökonomie

Sozialistische Betriebswirtschaft

III. Abschlußprüfungen und Belege

Bodenkunde und Standortlehre

Pflanzenernährung und Düngung

Genetik und Pflanzenzüchtung

Ackerbau

Meliorationen und Landeskultur

Phytopathologie und Pflanzenschutz

Mechanisierung

Technologie

Tierproduktion

Mathematische Statistik und Biometrie

Botanik

Chemie

Russisch

Physik

Agrargeschichte

EDV

Agrarmeteorologie

Belegarbeit

Leitungspraktikum

Sport

Während des Studiums erworbene Spezialkenntnisse:

Auszeichnungen während des Studiums:

Berlin, den

Rektor

Direktor der Sektion Pflanzenproduktion

97

98

3.3b. Certificate of University Leaving, pages 2 and 3

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HUMBOLDT-UNIVERSITÄT ZU BERLIN

DIPLOM

GEBOREN AM 14. 4. 1962 IN Ueckermünde

WIRD DER AKADEMISCHE GRAD

DIPLOM-PHILOSOPH

VERLIEHEN.

NACHDEM IN EINEM ORDNUNGSGEMÄSSEN DIPLOMVERFAHREN
DIE ERFORDERLICHEN WISSENSCHAFTLICHEN KENNTNISSE
UND FAHIGKEITEN NACHGEWIESEN SIND,
WIRD DAS PRÄDIKAT

gut

ERTEILT.

BERLIN, DEN 22. 7. 1985

DER REKTOR

DER DIREKTOR DER SEKTION

(02) BuO 048-79 V

3.4. *Diplom*

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3.5a. Certificate Issued in English, pages 1 and 2

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GERMAN DEMOCRATIC REPUBLIC

CERTIFICATE

ON UNIVERSITY LEVEL QUALIFICATION

TU DRESDEN

Information Processing Electronic Data Processing Equipment _____

Electrical Engineering Electronic Microelectronics _____

Production Measuring Technology _____

Theory of the Strength of Materials _____

Hydromechanics _____

Statics (Bar-Type Supporting Structures) _____

Engineering Geodesy _____

Geotechnics _____

Structural Production Engineering _____

Reinforced Concrete Constructions _____

Metal Construction Theory of Stability _____

Wood and Plastic Construction _____

Technical Development Environmental Engineering _____

Automated Projection _____

Face-Type Supporting Structures _____

Structural Dynamics _____

Finishing Technology, Technical Installations, Air Conditioning in Buildings _____

_____

_____

_____

Dresden,

Seal

_____ Rector

_____ Director of Department

101

100

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GERMAN DEMOCRATIC REPUBLIK

TECHNICAL UNIVERSITY OF DRESDEN

CERTIFICATE

On University Level Qualification

Mr. _____

born on _____ in _____

has studied in the

Civil Engineering

branch of study, reaching the final mark

_____

and is entitled to bear the professional title

HOCHSCHULINGENIEUR

(Corresponding to the Bachelor of Science)

He has furnished proof of the following attainments:

I. Engineering Paper
Subject of the Engineering Paper

_____

_____

_____

Mark of the Engineering Paper _____

II. Main Examinations

Main Examination 1

Structural Production Engineering

Reinforced Concrete Constructions

Metal Construction Theory of Stability

Wood and Plastic Construction

Main Examination 2

Face-Type Supporting Structures

Structural Dynamics

III. Final Examinations, Credit Papers and Certificates

Regional Studies of the
German Democratic Republic

Foreign Languages
- German
- English

Introduction to the Fundamentals of the Subject

Industrial Economics Industrial Organization

Science of Labour

Information Documentation Standardization

Physical Education

Mathematics

Physics

Chemistry

Applied Mechanics

Materials Engineering Materials Testing

Design

Engineering Drawing

3.5b. Certificate, pages 3 and 4

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HOCHSCHULE FÜR ARCHITEKTUR UND BAUWESEN WEIMAR

Der Wissenschaftliche Rat
der Hochschule für Architektur und Bauwesen Weimar
verleiht

geboren am _____ in _____

den akademischen Grad

Doktor-Ingenieur (Dr.-Ing.)

nachdem die wissenschaftliche Befähigung auf dem Gebiet

_____

nachgewiesen und das Gesamturteil

_____ erteilt wurde

Weimar, den

Prof. Dr. h. c. Fuchs
Rektor

Prof. Dr. rer. nat. habil. Henning
Dekan

V 19 15 0,25 Rn 769 77 8277

3.6. *Doktor-Ingenieur* Diploma

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